

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT



FINAL RESEARCH REPORT

“The influence of the Teaching Practice I and II courses in terms of the theory studied, in the performance of the teacher assistants in doing their teaching practice in the skill development area, at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, semester II, 2019”

IN ORDER TO OBTAIN THE DEGREE OF: BACHELOR OF ARTS IN  
ENGLISH WITH EMPHASIS IN TEACHING.

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## ABSTRACT

This research is aimed at identifying if student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their teaching practice; in the different courses they were assigned such as: to Intermediate English I, Advanced English I, Readings and Conversation I, and English Grammar II at the Foreign Language Department. The research was developed following a mixed-methods methodology with the purpose of studying the influence of the Teaching Practice I and II content learned in the performance of the student-teachers while doing their practicum. Participants of the study were 17 student-teachers and 14 tutor teachers of the Bachelor of Arts in English with Emphasis in Teaching. They did their practicum at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador. The instruments used were interview with open questions, questionnaire, and observation check-lists. The findings revealed that the 88% of student-teachers apply the content studied in Teaching Practice courses in their practicum. The content also helps to student-teachers to write better objectives, to design better classes, to have a better performance in the classes and have the control of the classes. The findings also revealed that just 90% of the population did not put into practice the sequence of lessons for classes for a week or for a unit.

**Key words:** Student-teacher, content studied, practicum, Teaching Practice Courses.

## INTRODUCTION

The transition between being a student and becoming a teacher can be a difficult period because student-teachers at the beginning of their practicum do not have any experience to teach any topic, develop students' skills, or how to work with children, teens, or adults. Napper-Owen (1996) suggested that "the first year of teaching is often the most difficult as new teachers make the transition from the preparation program to actual teaching" (p.3). Theory can help student-teachers to have a better performance in the classroom due to the relationship between theoretical contents and practice. It has major implications in teaching practice and professional development.

This final research work was focused on exploring to what extent student-teachers put into practice the contents studied on the Teaching Practice I and II courses in their practicum in the main campus at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador. The Foreign Language Department offers two degrees: Bachelor of Arts in Modern Languages with Specialization in French and English and Bachelor of Arts in English with Emphasis in Teaching.

Both, the Bachelor of Arts in English with Emphasis in Teaching and the Bachelor of Arts in Modern Languages with Specialization in French and English have courses related to the teaching-learning processes. But the Bachelor of Arts in English with Emphasis in teaching is more focused on preparing future teachers on the principles, methodologies, and strategies to teach. This academic program has only seven courses devoted to the teaching-learning process, in which student-teachers learn some strategies to teach the language. The seven courses mentioned above are Psychopedagogy, General Didactic, English Didactics I, II and III; and Teaching Practice I and II.

The data was taken from the instruments administered. For example: observation checklists to student-teachers' classes and lesson plans; student-teachers tutor's interview, and student-teachers' questionnaire. The instruments' main objective was to identify the application of the content studied in the Teaching Practice I and II courses in their teaching. Furthermore, it is important to mention that after analyzing the data; the researchers have provided information about the phenomenon based on the findings. Then, researchers worked

on recommendations for Bachelor of Arts in English with Emphasis in teaching authorities and students.

This report comprises the following sections: Chapter one presents the statement of the problem, the delimitations of the problem, objectives, and research questions. Chapter two describes the influence of the contents on student-teachers, current study syllabus of the Bachelor of Arts in English with Emphasis in teaching at the Foreign Language Department, teaching practice preparation, lesson plan stages, developing skills. Chapter three states the research methodology in which the research approach, type of research, research design, population and sample, and data collection process are shared. Chapter four explains the data analysis procedures used to analyze the information provided by participants. Chapter five draws conclusions and recommendations. Besides the above mentioned chapters, there is one section in which the list of bibliography and the annexes are shown.

## **I. STATEMENT OF THE PROBLEM**

### **1.1 Statement of the problem**

In the classroom, the student-teachers have the opportunity to practice the art of teaching and being immerse in a teaching and learning environment before getting into the real world of the teaching profession. Teaching practice is an important component to become a teacher, it grants student-teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003: Marais & Meier, 2004: Perry, 2004).

The Teaching Practice I course program was based on two important units. The first one was about planning and preparing a lesson or a sequence of lessons (lesson plan for a week, or lesson plan units.). The specific objective for this unit was to design a scheme of work for a particular group of students. The second one was about developing skills and strategies as classroom management, classroom arrangement, eye contact, gestures, the voices, using students' names, and activities to developing the macro skills and subskills.

Rubin and Stern (1975) explored the possibility that success in language learning might be related to how students go about the task. More recently, writers such as O'Malley (1987), Oxford (1990), Wenden (1991), Cohen (1998) and Chamot (2001) have suggested that learners might be able to learn language more effectively by the use of language learning strategies. Language learning strategies help to remember information such as highlighting important ideas and summarizing them.

Based on the above explained, it can be stated that knowledge is not value unless you put it into practice (Chekhov, n.d.). This means that teaching practice is an important component to become a teacher because student-teachers have the opportunity to practice the contents learned; therefore, the theoretical contents and the practice have a close relationship to help students to improve their practicum. In regard to what was stated earlier, it is important to present the problem statement which is: To what extend does the content studied in the Teaching Practice I and II Courses is applied by student-teachers in their practicum?

### **1.2 Research Objectives**



**General Objective:**

To identify how student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their practicum in the different courses assigned.

**Specific Objectives:**

1. To discover the influence of the content studied in the Teaching Practice I and II courses have on student-teachers while conducting their practicum.
2. To determine the application of the content studied in the Teaching Practice I and II courses at the moment of performing their practicum.

**1.3 Research Questions****Main Research question:**

To what extend do student-teachers apply the content studied in the Teaching Practice I and II courses in their practicum?

**Specific questions:**

1. How does the content studied in the Teaching Practice I and II courses influence student-teachers practicum at the Foreign Language Department in Semester II, 2019?
2. What is the percentage of student-teachers that apply the content studied in the Teaching Practice I and II courses at the moment of performing their practicum?

**1.4 Rational of the study**

In view of the changes undergone by Salvadoran society and education, English is very important to academies, schools, colleges, and Universities. Students must be well prepared to teach. It was decided to carry out a descriptive research with a group of student-teachers in the Bachelor of Arts with Emphasis in Teaching who were doing their practicum in the year of 2019.

This research seeks to benefit future candidates to do their practicum at the Foreign Language Department, of the University of El Salvador. The teaching practice helps to achieve a better academic performance, which seeks to offer significant experiences to adapt to the demands of the Salvadoran society and education. So, student-teachers will have the opportunity to access a work when they finish the university degree in a changing and demanding working world which demands well prepared professionals that have strategies to develop skills through activities according to the topics that they teach.

At the end of this research and based on all the information collected, the researchers analyzed the data with the purpose of obtaining results that could help to answers the research questions stated in this investigation, and they gave a contribution for the teaching-learning process. It is expected that both this research study and recommendations be taken into consideration by the authorities at the Foreign Language Department, tutor teachers and future student-teachers while doing their practicum.

### **1.5 Scope of the study**

This research was aimed at identifying the influence of the content studied in the Teaching Practice I and II courses in the students-teachers' performance. The research team decided to work with students who were doing their teaching practice in the Intermediate English I, Advanced English I, Reading and English Conversations I and English Grammar II at the Foreign Language Department, School of Art and Science of the University of El Salvador, in the Semester II, 2019. The researcher team took one full year with ten months to complete this research work.

## **II. THEOREICAL FRAMEWORK**

## 2.1 The influence of contents on student teachers

In order to determine the influence of the theoretical content in practice, it is necessary to define the terms theoretical content and practice. According to The Oxford Dictionary, theoretical content is a system of ideas intended to explain something, while practice is the actual application or use of an idea, belief, or method, as opposed to theories relating to it.

The relationship between theory and practice has been a controversial topic because some philosophers claim that theoretical content and practice are independent terms (Mariotti 2011). A classic example of the distinction between theoretical and practical uses is in the discipline of medicine because medical theory involves trying to understand the causes and nature of health and sickness (Alderson, n. d.).

If student-teachers want to have an excellent performance in their classes, they need to read all content studied in the Teaching Practice I and II courses. John (1999) explains the following about theoretical knowledge:

We know that students in lectures learn most in the first 8 minutes, only recall three things at most after one hour, and that if the content does not shake their prior beliefs they file away the fascinating facts in the deepest recesses of their brain, if at all (p. 2).

“A clear distinction is established between theoretical knowledge and practical knowledge, and the second is understood as an application of the first” (Diker and Terigi, 1997, p. 115). Even if the terms are very different, both theory and practice have a big relationship among them. It is clear that practice is the application of the theoretical contents. The theoretical content is able to explore and give systematic and rigorous solutions to some problems that student-teachers can face at the time of doing their practicum. “Every theory demonstrates its ability to explore in a systematic and rigorous way a series of problems; but, in the case of educational theory, these problems have their source in practice” (Diker and Terigi, 1997, p.115).

## 2.2 Current study syllabus of the Bachelor of Arts in English with Emphasis in Teaching

The current study syllabus of Bachelor of Arts in English with Emphasis in Teaching provides to students thirty-six different courses, thirty-three obligatory and three optional, but only seven courses are devoted to the teaching-learning process. The seven courses are:

- **Psychopedagogy:** The contents taught in this course are the following: Development and characteristics of human beings and their psych-pedagogical action, Cognitive Process, Learning and Individual Differences and Classroom Management.
- **General Didactics:** The contents to be covered during this course are: How students perceive teaching, how to teach, procedures and techniques to teach, the syllabus and its components and how to evaluate.
- **English Didactics I:** The contents are: Popular Methodology, Classroom Management, Planning Lessons, and Microteaching Lessons.
- **English Didactics II:** The contents to be covered during this course are: Theories of Language Learning and Teaching, Foundations of Second Language and Learning, Language Teaching Methods and Approaches, Teaching the Language Skills and Teaching the Language Sub-skills.
- **English Didactics III:** The contents to be covered during this course are: Lesson Planning, Syllabus Design, Technology in the classroom, Language Assessment Principles, Different kinds of test, Teaching English to Children.
- **Teaching Practice I:** The contents to be covered during this course are: Planning and Preparing a Lesson or a Sequence of Lessons, Developing Skills and Strategies.
- **Teaching Practice II:** The contents to be covered during this course are: Managing Resources, Managing the Class and Ethical Issues, and Giving Feedback.

## 2.3 Teaching Practice preparation

The contents studied are important for student-teachers since they are developing their teaching-learning knowledge. The most relevant contents studied are the ones presented below. Planning and preparing a lesson or sequences of lessons and developing skills and strategies. The sequences of lessons are lesson plans for classes for a week or more. “The purpose of the teaching practice I course is to provide students observation, real practice, theory, and all the main components of the teaching-learning process of the English Language in different areas.” (Teaching Practice I Program, 1999, p. 1)

According to the above explanation, it can be mention that education has great importance in building well developed societies. To that end, the teacher is one of the primary agents for achieving that. For this reason, it is urgent for teacher assistants to receive adequate educational and professional training to acquire the adequate knowledge and to improve their teaching skills. In this regard, the training programs and professional development have to be introduced, mentored and evaluated, on a regular basis, by experts in the field (Nassira, 2016).

The most relevant contents studied in the Teaching Practice II are: Managing resources as equipment and teaching aids, managing the class and ethical issues. The Teaching Practice I and II courses prepare students to develop themselves professionally not only at the moment of doing their teaching practice at the Foreign Language Department. “This course also covers transferable skills such as team building, time management, and presentation skills. Students will also develop awareness on the topic of diversity and ethical dimensions of the teaching profession”. (Teaching Practice II Program, 1999, p. 1).

According to above mentioned the Collins Dictionary states that teaching practice is a period in which student-teachers experience teaching at a school as part of the training process. This experience is conducted in a temporary period in a school under the mentor’s supervision. To support the previous claim, Marais and Meier (2004), Perry (2004) and Maphosa, Shumba & Shumba (2007) describe teaching practice as an integral component of teacher training.

Participants in Quick & Sieborger's (2005) suggested that the traditional Postgraduate Certificate in Education (PGCE) can accommodate a third of the time (11 or 12 weeks) for teaching practice, and this practice period should be divided into at least two, possibly three, school experience sessions. It should be pointed out that, in whatever form it is done, teaching practice purpose is initiated by student-teachers more fully into the professional work of teachers. One of the effects is that student-teachers are expected to have all the responsibilities of a teacher in the classroom. As Perry (2004) highlights that it is exciting but challenging to experience the excitement of being a part of a real classroom setting, of getting to know learners, of planning and organizing the classroom tasks.

## **2.4 Lesson planning**

Student-teachers must know the parts of a lesson and what they must write on them. Student-teachers also have to learn to prepare lesson plans over a period of time (for a year, a semester, a unit, 2 or 4 hours of class.) The students-teachers cannot ever predict how learners will respond to anything, but they will be ready to cope with whatever happens if they are prepared. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. (Centre for Teaching Excellence, n.d)

### **Why is planning important?**

Planning is important because it allows student-teachers to identify the aims of a specific class. The aims set the path to conduct the teaching and learning strategies that will take place in the classroom. To identify aims help to predict possible problems and consider solutions, to give teacher confidence at the moment to teach their classes. Therefore, preparing lessons is a good practice and sign of professionalism (Cambridge, 2010).

### **Principles for good lesson planning:**

The different activities developed by students inside the classroom increase motivation, make the learning interesting, decrease the anxiety of learners and develop confidence individually or group works.

- 1) Aims: Considering the realistic goals, not too easy, but not too difficult.
- 2) Variety: Different types of activities and a wide selection of materials. A way to keep students engaged and interested.
- 3) Flexibility: Extra and alternative tasks and activities. A plan is a guide, the plan do not has to dominate, and it can change.
- 4) Learnability: The content and task should be within the learning capability of the students.
- 5) Linkage: The stages and steps are somehow linked with one another.

**Unit plans' parts:**

1. Unit goals
2. Specific learning objectives
3. The activities planned to achieve the objective
4. The sources/ materials
5. Time
6. Evaluation
7. Bibliography
8. A set of daily lesson plans into which the elements above are distributed.

**Considerations when planning a lesson:**

- Atmosphere
- The learners
- The aims
- The teaching point -content
- The task and the teaching procedures
- The challenge
- Materials
- The classroom management

### **Classroom management:**

- Time management
- Discipline
- Instructions
- Managing pair and group work
- Managing temperature and lighting
- Furniture and sitting plan
- Routines, rules and regulations
- Getting feedback

### **Lesson plan stages:**

- **Warm up:** It captures students' attention and helps learners put aside their daily distractions and focus on English. It brings energy to the class in the first ten to fifteen minutes.
- **Presentation:** The building of a situation through the use of the new language in a natural and logical way.
- **Practice:** It is appropriate to the level and competence of the students. It helps students get familiar with the language. It looks attractive to the eye, so it generates motivation.
- **Production:** It offers the chance to become user of the language. It offers a situation that requires the language that was introduced in the presentation stage. It includes role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes or games.
- **Wrap up:** The teacher reviews the lesson, makes students compare their answers and check each other's work, checks the students work and gives feedback, or makes students present their work to the class.

Every student-teacher before to write activities for their lessons they must think on the aims. The aims describe what student-teachers want learners to learn or be able to do at the end of a lesson.



## **Why is it important to set aims?**

Aims are general statements briefly outlining the content of the training being offered. Well written objectives are much more specific and should clarify the aims in more detail. Well written aims and objectives will help to provide a sound basis for identifying the content of a course or training program (UKEssays, 2018).

## **2.5 Developing skills**

The four basic language skills are: Reading, Speaking, Writing and Listening. These four language skills are sometimes called the macro-skills. This is in contrast to the micro-skills, which are grammar, vocabulary, pronunciation and spelling.

### **2.5.1 The language skills or macro skills**

#### **1. Reading skill**

Reading is one of the four language skills. It is a receptive skill. This means responding to text rather than producing it. There are four reading strategies; those are skimming, scanning, intensive reading, and extensive reading. Reading also involves using different reading skills.

There is no one way of doing a reading skill lesson. It depends on such factors as the aim, the text type, the level of the students; teacher needs to take in consideration that the ultimate aim is that the students can understand the text well enough to discuss it with a friend giving their personal reactions to the article (Cambridge, 2010). There are some guidelines that can help to the teachers to have a better performance at the moment of teach reading skill:

- Before reading
  - Arouse interest and help prediction, encourage the students to think about and discuss what they are going to read, for this the teacher can use such

prompts as realia, visuals, references to your or the students' experiences, and questions to arouse the students' interest.

- Teach any key words; consider whether any key words before the students are read the text.
- First reading
  - Set a task to assist overall understanding, this can be in the form of two or three gist questions, or a task.
  - The students read the text
- Second reading
  - Set a task to focus on more detailed understanding
  - The students read the text for the second time
  - Feedback

## 2. Speaking skill

According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct. Therefore, when student teachers speak they use body language such as gestures, eye contact, facial expressions and movement to make our message across more strongly and clearly, and functions such as clarifying our meaning, asking for opinions, agreeing, to keep interaction going and check that it is successful. Teachers can help to students to develop speaking skills with:

- **Controlled activities:** repetition practice or set sentences prompted by pictures or word cues.
- **Guided activities:** model dialogues, which students can change to talk about them and to communicate their own needs or ideas using language as structures and vocabulary that has been taught beforehand in class.

- **Creative or freer communication:** It is designed to give creative practice opportunities for predicted language items, or general fluency practice, where the language focus is not important or relevant.

### **Examples of guided and free speaking activities:**

- Interaction or information gap activities: such as giving directions, making an appointment.
- Roleplays: to take the part in a situation and a particular person: a customer, manager, a shop assistant, etc.
- Simulations: Students are confronted by a task to do or a problem to be solved and they must do what they would do in the circumstances.
- Discussions: Most fully-fledged discussions that take a lot of preparation and time to organize their thoughts. Often discussions arise from reading or listening texts.
- Games: They are useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English.

### **3. Writing skill**

Writing and speaking are productive skills. That means they involve producing language rather than receiving it, as in listening and reading. Writing involves communicating a message. We need to be able to form letters and words, to join these together to make sentences or a series of sentences to link together and to communicate our message. (Cambridge, 2010).

#### **Text types:**

- A shopping list
- Postcard / birthcard
- Essay

- E-mails
- Letter
- Diary
- Questionnaires
- Reports
- Text message
- Biography
- Invitations
- Newspaper
- Stories

There are characteristics for each text type such as single words, short or long sentences, addresses or paragraphs, and different degrees of formality, layouts, ways of ordering information, levels of complexity of grammar and register and range of vocabulary. Also, writing involves using writing subskills related to accuracy, and communicating our ideas.

The writing subskills related to accuracy are: spelling correctly, forming letters correctly, joining letters, correctly, writing legible, punctuating correctly, using layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and correctly using paragraphs.

The writing subskills related to communicating our ideas include using appropriate style and register, organizing ideas in a helpful way, using the features typical of the text type we are writing, joining our words and sentences clearly and using appropriate functions to express our meaning, e.g. narrating, complaining, requesting, summarizing and concluding (Cambridge, 2010).

**Writing aspects:**

- Spelling
- Punctuation

- Sentence construction
- Organizing a text and paragraphing
- Text cohesion
- Register/ style

#### **4. Listening skill**

Listening is one of the four-language skills: reading, writing, listening, and speaking. Like reading, listening is receptive skill, as it involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of the language. We do this by making use of the context, language and our knowledge of the world. Listening involves understanding spoken language. Spoken language is different from written language (Cambridge, 2010).

Listening also involves understanding different speeds of speech and different accents. Some people speak more slowly and with more pauses, others speak fast and / or few pauses. Features such as speed of delivery and accent are part of a connected speech, spoken language in which words join together to form a connected stream of sounds.

Other features of connected speech are word and sentence stress, linking sounds and words together and use of contraction forms. However, we do not listen to everything in the same way. There are several different listening subskills. We might listen for gist/ global understanding specific information; detail or to infer attitude, (listening to see what attitude a speaker is expressing). Other ways of listening are listening intensively and extensively.

In the classroom, teacher can give learners the opportunity to listen to many sources of spoken language. This exposes learners to a range of accents, speeds, of delivery, text types and listening skills. Some listen in coursebooks are authentic material. Authentic texts allow learners to develop strategies for dealing with the challenge of real language, while simplified texts (texts that have been made easier) allowed them to build up their confidence.

When we listen a recording, we cannot see the speaker body language or the context he/ she is speaking in, we cannot ask the speaker to repeat or explain what they said. This makes listening to recordings more difficult than listening to live speaker. For this reason, it

is a good idea to help the students listen to recordings by pre-teaching key words, setting pre-listening tasks, focusing initially on gist listening to establish context and playing the recording a second or a third time.

### 2.5.2 The micro-skills

#### 1. Structures: Grammar and functions

Students learn many of the patterns of particular grammatical items: Verbs forms: such as the past simple, and other tenses, modal verbs, conditionals. Often one language item can be used in communication, and expressing ability, function of suggesting. (Cambridge, 2010) When focusing on a structure, either for the first time or for revision, the following can be considered:

- The form: The parts of speech, regular e irregular, the spelling, the pronunciation, the word order.
- The meaning: This is the particularly important to consider if a structure can be used to perform more than one function.
- The use: How and when the language item is appropriately used; in what context and situations, by which people, and on which occasions.
- Potential problems: There are difficulties related to the structure's form or meaning, and pronunciation. Structures, which contain problematic sounds.

#### Different ways that teacher present and practice language:

- Visuals/oral contexts: Pictures, mime and realia can be used to illustrate the meaning and to establish a context in which a target structure is set.
- Texts: Provide a means of practicing listening and reading skills. Texts provide a natural context for language exploration. The texts can very varied: reading texts such as newspaper and magazine articles, stories, biographies, information leaflets and booklets, letters, reports, notices, etc.; listening text such as conversations, interviews, short talks, radio or television programmes, songs, etc.

- Short dialogues: Dialogues are a type of text, written and transcribed form.
- Giving or working out the rule: Teachers explain the rules or patterns of form and use, translate the structure into the student's mother tongue. Teachers give some examples of sentences that contain the structure and encourage students to work out the rules for themselves.
- Test-teach-test: The teachers set a communicative activity to find out how well students can understand and use a particular area of language; it can be a creative activity such as taking part in a roleplay or writing a story. Teachers monitor and evaluate the activity in order to assess whether the language structure they want to focus on is being used correctly and appropriate or not.
- Visuals: Visuals illustrate meaning of a particular word or sentence; check understanding through pictures or time-lines to illustrate the use of tenses.

## **2. Vocabulary**

Vocabulary can be acquired by students; they listen to and read authentic language. If, a text is at such a level as to be generally comprehensible the students can often grasp the meaning of new words from the context. Words are generally easier to remember if the meaning is well understood; so it is a clear presentation by the teacher can be helpful (Cambridge, 2007). The teacher can help to students to remember the vocabulary with pictures, sounds, inclusion of the item in sentences and translations. Most importantly, the association of one item with other aids memory. For example, words which have the same prefix, suffix or synonyms or near synonyms with illustrations of the differences.

- Type of lesson
- For receptive or productive use
- Lexical syllabus

One very effective way of introducing new vocabulary is through listening or reading texts. Is important that students should be encouraged to take responsibility for their

own acquisition and learning of vocabulary; the teacher can help to encourage the use of vocabulary by:

- Putting the words in groups according to topic
- Putting the new words in sentences
- Writing a dictionary definition or a translation next to the word
- Using color, symbols and pictures to distinguish categories of words
- Putting the words and expressions on one topic in a spidergram to which new words can be added.

### **3. Pronunciation**

Work on pronunciation is important for two main reasons to help the students understand the spoken English they heard, and to help them make their own speech more comprehensible and meaning full (Cambridge, 2007). Elements to make up pronunciation:

- **Individual sounds**

Each language has its own set of sounds or phonemes. There are 44 English phonemes. Sounds differ depending on how they are formed in the mouth, throat, and nose and whether they are voiced (when the vocal chords are used – as when you hum) or voiceless (when the vocal chords are not used as when you whisper). All vowels are voiced but some consonants are voiced and some are voiceless, the most common sound is the schwa or weak sound.

- **Word stress**

In words of two or more syllables, one syllable is normally stressed more than the other(s). This is the primary stress. For example, in the word pronunciation the stress is on a, the fourth syllable. Often, sounds that are not stressed are pronounced with the schwa.

- **Sound in connected speech**



In spoken sentences or utterances certain changes take place to some of the sounds as words are said at normal speed and linked together to make connected speech.

- **Rhythm and stress in utterances**

English is generally considered to be a stress- timed language: some words usually content words or those that carry information (for example, nouns and main verbs) are stressed and others are not.

- **Intonation**

Intonation is a pattern of rise and fall in the level (the pitch) of the voice, which often add meaning to what is being said: for example, when we want to show interest or surprise in something, the pitch of our voice often rises. Change of pitch place in the most strongly stressed word on the tonic syllable. The word containing the tonic syllable is often at the end of an utterance, but the speaker can shift the stress to affect the meaning of the utterance.

## 2.6 Resources: equipment and teaching aids

Managing resources is about selecting, developing and adapting materials and resources for the classroom. It also involves using them effectively and evaluating their effectiveness (British Council, n.d.).

Teaching materials can support student learning and increase student success. Ideally, the teaching materials were tailored to the content in which they are being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. Also, they are tools that teachers use daily in order to enhance the language learning environment, motivate students or assist in student comprehension (Cambridge, 2010).

The different resources to make lessons more interesting and effective as:

- The boards

- The overhead projector
- Visuals
- Worksheets and work cards
- Video
- Computers
- The photocopies

There is a great variety of materials designed for EFL to use in and out of the classroom, such as:

### 1. **Published materials**

- **Coursebooks:** Coursebook material are all the materials in a coursebook package that we use in the classroom to present and practice language, and to develop learners' language skill. The coursebooks are students' or pupil's book, students' or pupils' workbook, cassettes, teachers' book and sometimes even a video.
- **Skill books:** Books focused primarily on the language skills rather than specific areas of language. Books for reading, listening, speaking and writing. Some books bring cassettes, tape scripts and key in the back of the students' books. The teacher's books include lesson aims, guidelines, and a key.
- **Reference books:** References resources are all the sources of information about language and about teaching that we can refer to for help in lesson preparation. The most commonly used are Dictionaries and grammar books. Dictionaries give information about grammatical rules, pronunciation, use, irregular verbs, spelling rules, the difference between British and American English, etc.

### 2. **Authentic materials**

Anything a native speaker of English would hear, read or use can be described as authentic, such as:

- Theatre programmes
- Newspaper or Magazines
- Poems
- Songs
- Food labels
- Web-sides
- Information leaflets/ brochures
- Menus
- News broadcasts
- Films on videos
- Television programmes
- Flashcards/ posters
- Pictures/photographs

## **2.7 Managing the class**

Managing an efficient classroom, one that fosters learning, understanding and cooperation requires discipline and clear, firm rules. The goal for any teacher is to maintain a sufficient amount of control over the class, so students are not disrupting the learning process, while allowing enough freedom for expression, communication and creativity to flourish (Universal Class, n.d.). There are many different strategies to managing the class that help to student teachers at the moment of doing their practicum as:

### **1. Use of eye contact**

Eyes contact is crucial in helping to establish rapport, eyes contact help to teacher to notice student's reaction and to be in touch with the mood of the class (Cambridge, 2007). Eyes contact can be using for:

- Ensure that the students have understood what they are supposed to do and know what is going on.
- To check that everyone is participating, especially when the group is working together, perhaps doing repetition practice. To check silently with students whether they have finished an activity-perhaps the reading of a text, or the writing of a sentence during a dictation.

## **2. Use of gesture, facial expression and mine**

Gesture and facial expressions are an integral part of any communication when people listening and speech to each other. With gestures, the teacher can: Listen, repeat, get into, stop, good, not right, nearly right, interesting idea, repeat individually, and eliciting a contribution (Cambridge, 2010).

## **3. The voice**

The voice alters fairly natural, according to the activity, the size of the class, the room, etc. for getting the class's attention. The voice can help to teacher to gain attention when students are standing around at the beginning of a lesson, talking. When you want to stop a group activity and when is a lot of general noise (Cambridge, 2010).

## **4. Using students' names**

Using students' names is important because it helps establishing rapport with the group or class and creates a friendly, co-operative atmosphere. Teachers should ask to students what they want to be called; in order to remember students' names teacher can get the students to introduce each other, keep a register and associate names with physical features (Cambridge, 2010).

## **5. Classroom arrangement**

The position and the way teachers organize the positions of the students in class is very important. The types of activity they can do the teacher have the authority to move students, politely but firmly; classroom furniture always affects the learning atmosphere to some extent, but the choice will almost certainly be outside teacher's control.

- **Horseshoe:**

Horseshoe arrangement allow easy, face-to-face contact between the students and teachers, if the class has more that sixteen students the teacher may be able to make double horseshoe.

- **Café style:**

In café, style students are in a position to change to pair work.

- **Pair work:**

When all the students are working together in closed pairs outside to the teacher's control, then they need to be able to look at each other.

- **Group work:**

'How the seat are arranged depends on the size of the class, the size of the groups, the types of activity and the style of the furniture, the ideal is probably to have the students sit round desk café style, or remove the desk altogether because students need to face each other.

- **Individual work:**

If there is a lot of reading or writing involved or when there is a test, individual work helps to students to freedom to concentrate, and stop them cheating in a test.

## **6. The teacher's position and movement**

In the classroom, students quickly become sensitive to whether teacher is sitting or standing. If the teacher stands the presence is more obvious, he can be seen by all students also he can easily move around to the board or to individual students. Is convenient to arrange the teacher's desk or table at right angles to the board with the teacher's chair close by and facing the class. If the teacher is at the front of the class, he can develop some activities like:

- See what everybody is doing

- Maintain control through gesture and eye contact
- Mobile enough to help and correct individuals.

### **7. Establishing rapport and maintaining discipline**

Rapport is such an important factor in determining whether a class is a success or not, students can learn more if they are in a relaxed atmosphere. There are some strategies, which the teachers can apply in order to have a good working relationship with students, like:

- Have the right manner
- Do not prejudge a class
- Look as if enjoy the job
- Be positive about the activities and materials
- Show personal interest in the students
- Personalize materials and activities
- Respond and react to what students say
- Be interested in their progress
- Ask for comments on the classes

## **2.8 KEY TERMS**

- **Learning:** It is reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge (National School Improvement Network, 2002).
- **Skills:** Skill is a term that encompasses the knowledge, competencies and abilities to perform operational tasks. Skills are developed through life and work experiences and they can also be learned through study. There are different types of skills and some may be easier to access for some people than others, based on things like dexterity, physical abilities and intelligence (Indeed Career Guide, 2020).
- **Teaching practice:** Teaching practices focus on the student at the center of learning. Teachers make deliberate choices with regard to students' interests and needs and the relevance of what is to be studied. The aim of these teaching practices is for students to develop independent knowledge and skills (New Zealand Curriculum Guides Senior Secondary, 2020).
- **Student-teacher:** A student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school (Collins English Dictionary, n.d.).
- **Lesson plan:** It is the instructor's road map of what students need to learn and how it will be done effectively during the class time. A lesson plan provides you with a general outline of your teaching goals, learning objectives (Centre For Teaching Excellence, n.d.).
- **Classroom management:** It is simply the techniques teachers use to maintain control in the classroom. Educators employ a variety of strategies and techniques to ensure that students are organized, on task, well-behaved, and productive during the school day (Melissa, 2019).

### **III. METHODOLOGY**

This chapter describes the research methodology used to conduct this study; and it is structured in sections related to the methodological procedures applied in this study as: the research approach and design, sample and the sampling techniques, methods, procedures of data collection, and analysis.

The research approach applied in this research project was a mixed-method. The mixed-method is the combination between quantitative and qualitative research. Quantitative research is concerned with measurement and numbers, while qualitative research is concerned with understanding words (Fischler, 2017).

Qualitative research is used for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Quantitative research is used for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The differences between qualitative research and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-ended questions for quantitative research rather than open-ended questions for qualitative research (John, 2014).

The research team had decided to apply a qualitative method to identify if student-teachers apply the contents studied in the Teaching Practice I and II courses, at the time of doing their practicum in the different courses they teach. Also, the research team had decided to apply quantitative method to determine the percentage of the students that put into practice the contents studied by analyzing the data gathered in order to present the results and main findings.

#### **3.1 Type of research**

The type of research is descriptive. It is used to describe a situation, subject, behavior, or phenomenon. It is also used to answer questions of who, what, when, where, and how associated with a particular research question or problem (Center for Innovation in Research and Teaching, n.d.). Based on the brief description provided above, it has been



decided to implement the descriptive research since the purpose of the current study was to describe the phenomenon and to identify how the theory studied in the Teaching Practice I and II courses influenced the performance of student-teachers in doing their teaching practice.

### **3.2 Research design**

This research project is observational research. The observational research is focused on observing the behavior of a research subject in a natural or laboratory setting. It is classified as non-experimental because it does not involve the manipulation of control or independent variable. In non-experimental research, researchers measure variables as they naturally occur without any further manipulation (Formplus, 2020). Therefore, the researchers seek to discover through the observational research if student-teachers put into practice the contents studied in the Teaching Practices courses and how the content influence on the student-teachers' performance when they do their practicum.

### **3.3 Population under investigation**

Population may refer to an entire group of people, objects, events, population can thus be said to be an aggregate observation of subjects grouped together by a common feature (Keton, 2020). Therefore, the population of this research was ninety-seven students registered in the Teaching Practice II course in the Bachelor of Arts in English with Emphasis in Teaching in the main campus at the Foreign Language Department, School of Arts and Science of the University of El Salvador, in the Semester II, 2019.

The Teaching Practice II course had ninety-seven students registered; those students were assigned to different places in order to do their practicum. Sixty-nine students were assigned to CENIUES, ten students were assigned to the Journalism Department School of Arts and Science of the University of El Salvador. Eighteen student-teachers were assigned at the Foreign Language Department. Nine student-teachers were assigned in four courses of the Bachelor of Arts in English with Emphasis in Teaching and nine students were assigned in four courses of the Bachelor of Arts in Modern Languages with Specialization in French and English at the Foreign Language Department, School of Arts and Science of the University of El Salvador, in the Semester II, 2019.

### **3.4 Sampling Strategy**

The sampling strategy considered in this research was convenience sampling. Convenience sampling is defined as a method adopted by researchers where they collect research data from a conveniently available pool of respondents. It is the most commonly used sampling technique as it is incredibly prompt, uncomplicated, and economical (Explorable, 2008).

The researchers used this sampling technique because it was fast and inexpensive according to the available time for this research. The subjects were selected because they were available to be recruited for the study and the researchers considered selecting subjects that are representatives of the entire population. Therefore, participants for this research were fourteen tutor teachers at the Foreign Language Department and seventeen student-teachers of the Teaching Practice II course. There were ten women and seven men of student-teachers doing their practicum. The seventeen students were assigned to Intermediate English I and Advanced English I, Reading and English Conversation I and English Grammar II courses at the Foreign Language Department.

### **3.5 Data collection procedures**

For the development of this research, it was necessary to get the opinion of the participants mentioned above. So to accomplish the data collection process, the following procedures were used: instrument validation stage for student-teachers' questionnaire, observational checklist for delivering instruction and for the lesson plans; as well as the interview addressed to tutor teachers of those student-teachers who were doing their practicum at the main campus at the Foreign Language Department of the UES.

### **3.6 Procedure**

The procedures made to carry out the data collection for this descriptive research are presented below:

### **3.6.1 Process validation addressed to student-teachers**

The process of validation was used in order to assess the content of the instruments with the group of student teachers and tutor teachers. The purpose of the validation process was to verify if the questions were clear and understandable for student teachers and tutor teacher. Pilot questionnaire contained opened-ended and closed-ended questions about the topic of concerned to some random students from the Teaching Practice II course at the Foreign Language Department, in order to verify if the indications and questions were correctly formulated and easy to understand.

### **3.6.2 Writing questionnaire addressed to student-teachers**

A semi structured questionnaire was use with the purpose of getting information related to how student-teachers apply the content studied in the Teaching Practice II course at the moment of doing their practicum and the influence that it had on student-teachers' performance in their classes. This instrument helped the researchers to inquire about the group of student-teachers that were assigned in the main campus at the Foreign Language Department who were doing their practicum. The purpose was to collect data for the analysis. For this, the research team used a questionnaire which was administered to 17 students registered in the Teaching Practice II course during the semester II-2019 to gather information about the application of the contents studied in classes.

### **3.6.3 Interview addressed to Tutor teachers at the Foreign Language Department (FLD)**

A semi structured interview was used with the purpose of getting information. A semi structured interview with ten opened-ended questions was administered to 14 tutor teachers who guided student-teachers at the Foreign Language Department. In order to enrich the information, the data was about if student-teachers put into practice the contents studied in the Teaching Practice I and II courses at the moment of doing their practicum, the Teaching Practice I and II courses influence in the student-teachers performance, if student-teachers have problems to prepare their lesson plans, if they achieve the objectives at the end of their classes, student-teacher use visual aids and classroom management. Also, tutor teachers recommended many advises to student-teachers to have a better performance.

#### **3.6.4 Observation Checklists for student-teachers' classes and lesson plans**

Researchers used two semi-structured observation checklists. In the first checklist was about student-teachers' classes, if they put into practice the content studied in the class at the moment of doing their practicum, such as: if teacher-assistants used warm up and wrap up activities, perform activities to developing macro skills (listening, speaking, writing, writing), used visual aids and classroom management, and so on. The second checklist was about lessons planning and developing skills and strategies, but also, the checklist covered the following sections of the class: objectives, developing correctly teaching skills and lesson plan stages, and the activities.

#### **3.7 Data analysis procedures**

In this section, there is a description of the process that researchers followed to form an outcome of the research. Researchers used descriptive statistics for analyzing the quantitative data for the instruments: the writing questionnaire addressed to student-teachers; interview addressed to tutor teachers at the Foreign Language Department and observation Checklists for student-teachers' classes and lesson plans. The researchers classified the information according to participants' categories. Wiersma (1995) suggests that qualitative data analysis requires organization of information and data reduction. Therefore, researchers classified the information into categories in the data analysis.

Finally, researchers used a triangulation matrix to determine and compare the answers given for participants for this research to seek similarities, discrepancies in the opinions or responses of the participants. Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings (Norman, 1978).

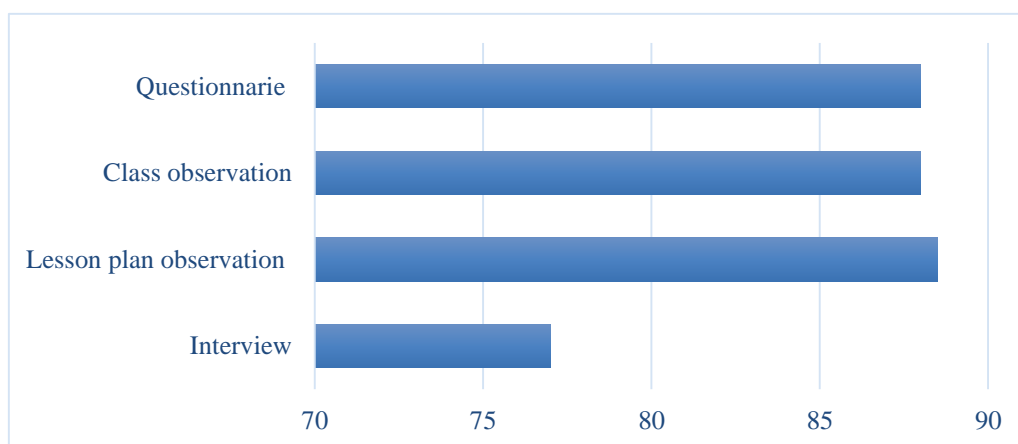
#### IV. DATA ANALYSIS

This chapter presents the analysis of the information gathered with the four instruments used for this research which were: The questionnaire addressed to student-teachers, the observation checklist used to student-teacher's classes, the lesson plan checklist applied to lessons written by them and an interview conducted with their tutor teachers at the Foreign Languages Department of the UES.

##### 4.1 Identifying the application of the content studied in the Teaching Practice I and II courses (T.P I and II courses)

This section shows information related to how student-teachers apply the content studied in the Teaching Practice I and II courses in their practicum. The information was compiled to a single figure that showed the information gathered to the questionnaire administered to student-teachers, class observation check list, lesson plan observation check list and the interview administered to tutor teachers. The information presented in this section helps to analyze whether student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their teaching practice, since they had the opportunity to develop their teaching skills through their practicum.

**Table 1: Content studied in the Teaching Practice I and II in the practicum**



Source: Elaborated from the instruments applied.

According to the data shown in the previous figure, the majority of student-teachers apply the content studied in the Teaching Practice courses at the moment of doing their practicum. For example, the questionnaire revealed that the 88% student-teachers answered that they use the content studied in the Teaching Practice courses because they claimed to use lesson plans, teaching skills strategies, visual aids, and classroom management strategies.

The previous claim is also supported by the class observation check list. It is showed that the 88% of student-teachers apply the content studied in the teaching practice courses. This instrument clearly matches the data provided in the questionnaire. These results show consistency in the responses provided by student-teachers. Based on these findings, it is evident that they were applying what was taught in the courses mentioned above.

Some examples of the application of their learning in their practicum are that the 94% of students-teachers use warm up activities in their lessons. Warm ups are related to the class objectives written in the lesson plan. Another important step in their practicum is that the 71% of student-teachers use wrap up activities to finish their classes. Class wrap up activities can be used to encourage students to reflect on the material learned during the class period; also it can help to student-teachers to assess students' understanding on the topics studied in class.

The third instrument used also supports that student-teachers applied the content learned in the Teaching Practice I and II subjects because the lessons plan observation check list showed that 80% of student-teachers write measurable and observable objectives. According to Zhou (2017), excellent learning objectives provide a guide for students when reviewing materials and preparing for assessments. Learning objectives are the most powerful if they are actionable and measurable.

Student-teachers mentioned that after taking the Teaching Practice courses their planning skill improved, they got more ideas to apply during the class, they were more confident when planning and they did not spend too much time thinking in activities to performance in the class. Student-teachers' planning were clearly stated the appropriate methodology and strategies used to teach a class. For example: they follow the Presentation,

Practice, and Production format. It is probably the most commonly used lesson structure in TEFL, and it is part of the unit one content in teaching practice I course.

The tutor teachers' interview showed that twelve out of fourteen tutor teachers manifested the following:

“Student-teachers performance their practicum in an excellent way, it is a clear prove of the application of the contents” (The fourteen tutor teachers)

“Student-teachers prepare good material for teaching their classes” (An Intermediate English class tutor teacher)

“Students feel more comfortable asking their doubts to the students-teachers” (A Grammar class tutor teacher)

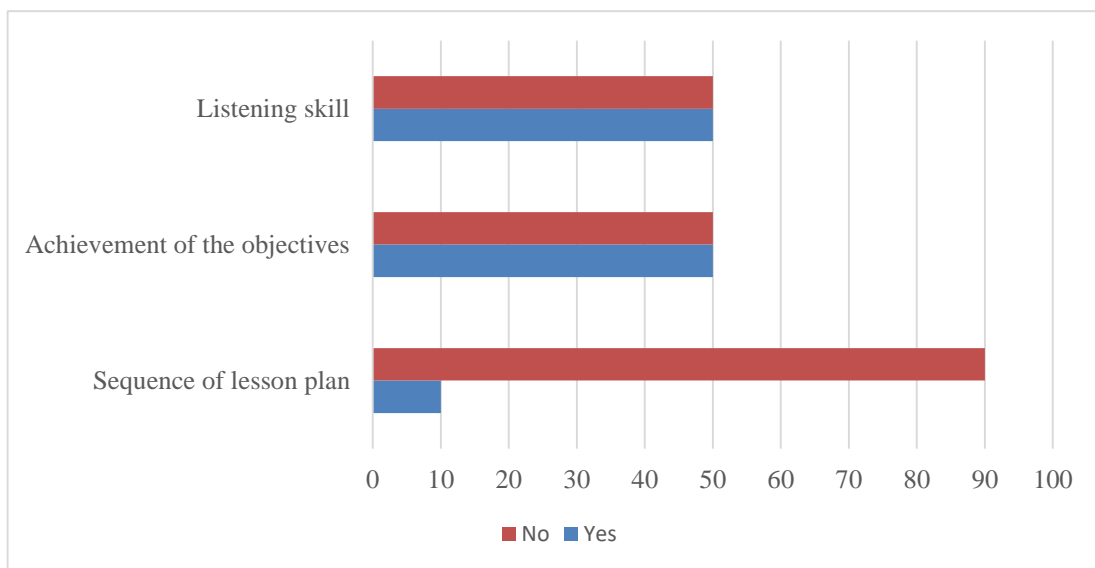
According to the tutor teachers' opinion, it can be interpreted that student-teachers applied the content studied in Teaching Practices I and II courses because they had good performance at the moment to do their practicum. They prepared authentic and creative material for their classes, also they stablished good rapport and students felt confident with them. Moreover, the majority of tutor teachers mentioned that student-teachers write good lessons plans, measurable and observable objectives and visual aids like board games, and charts.

Fingerman (2018) argues that put into practice the content studied in the didactic courses at the moment of teaching is essential for having an excellent professional growth because the content studied helps to guide the classes in a better way and prevent problem situations that can affect the teaching learning process.

## 4.2 Content not fully applied

The contents studied are important for student-teachers since they were developing their teaching-learning knowledge. Nevertheless, students-teachers did not fully apply the contents at the moment of doing their practicum. The information presented in this section helps to achieve the objective aimed at determining the application of the content studied in the Teaching Practice I and II courses at the moment that student-teachers perform their practicum.

**Table 2: Theoretical content that are not fully applied**



Source: Researcher elaboration base in the instruments applied.

According to the previous information presented in the figure 2, researchers determined that student-teachers applied the content studied in Teaching Practice I and II Courses at the moment of doing their practicum because there are some aspects that should



be improved like the application of the sequence of lesson, the achievement of the objectives and the application of the listening skill.

The sequence of lesson is one of twenty-six topics studied in the courses mentioned above. According to the questionnaire, the 90% of student-teachers claimed that they did not use sequence of lesson because tutor teachers did not ask for it. To support this, thirteen out of fourteen tutor teachers expressed the following:

“The practicum time is not enough for using sequence of lessons, student-teachers do not teach the complete units” (An advance English course tutor teacher)

The previous quote is relevant to understand the reason behind the lack of application of the sequence of lessons. It is also important to highlight that one factor affecting the application of sequence of lessons is the lack of time they had to do their practicum. They had twelve hours to practice in the whole semester. Based on the school regulations, they had two hours and one day of the week to teach. Tutor teachers only gave student-teachers two or three pages of the units for planning their classes. At the last days of their practicum, student-teachers had to plan a sequence of lesson for a week of a complete unit because the time was coming to an end. Therefore, for many events the tutors teachers suspended student-teachers' classes. This was a disadvantage for student-teachers to put it into practice the contents studied for a sequence of lessons for teaching complete units.

Class objectives are the core of the class. In the questionnaire, the 50% of student teachers answered that they did not achieve the objectives written in their lesson plans at the moment of doing their practicum because the class time was not enough. Nevertheless, tutor teachers interview and the observation checklist showed that they have enough time to finish their classes, but they had problems to control it because they spend too much time in the warm up activities. So then, they did not performance wrap up activities and finish the classes, which lead to had problems to achieve the objectives. According to this, the tutor teachers' interview showed that twelve out of fourteen tutor teachers manifested the following:

“Students start their classes in an enthusiastic way, which is good, but they need to be careful to not spend too much time in games or warp up activities” (Four Basic English class tutors)

“Some students do not finish to teach the topic assigned because they spend too much time playing” (Five Advance English class tutors)

The listening skill is part of one of twenty-six topics studied in Teaching Practice courses. Hossain (2001) explains that the listening skill is important because it provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Therefore, it should be applied by the majority of student-teachers. However, in the questionnaire and in the observation check list showed that the 50 % of student-teachers do not apply listening skill at the moment of doing their practicum because some of them pay all their attention in grammar sub skill. Based on the above mentioned about the application of the listening skills, tutor teachers manifested the following:

“Student-teachers do not apply many strategies about listening skill because the majority of assigned topics do not have listening section” (An Intermediate English Class Tutor Teacher)

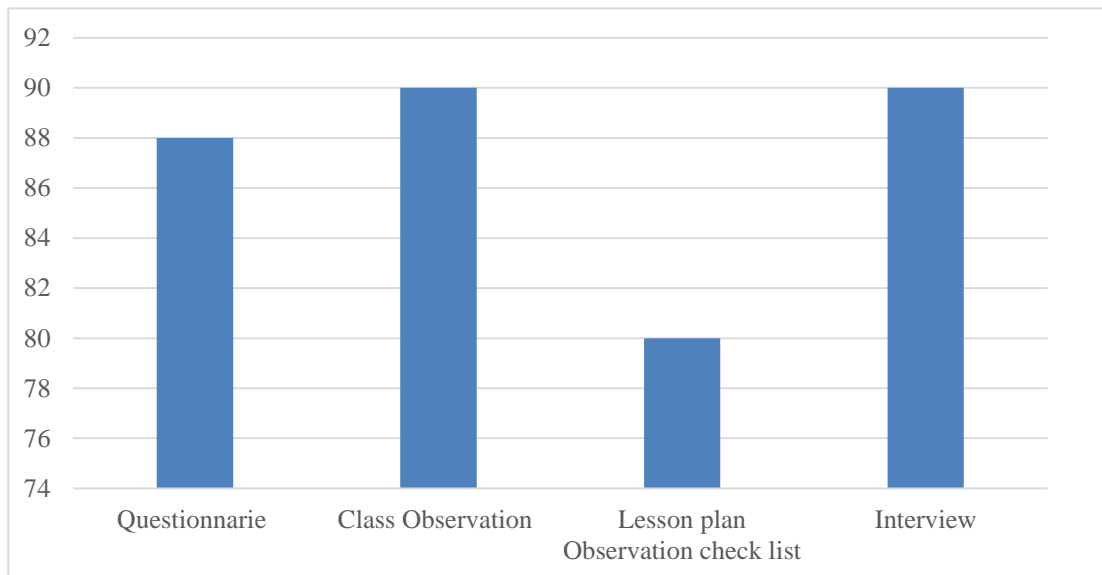
“Student-teachers follow the activities established in the course student book” (An Advance English Class Tutor Teacher)

According to the tutor teachers’ opinion the 50% of student-teachers did not apply in a full way the listening skill because the majority of topics are established in the student’s book and those topics do not have too much listening section to put into practice. This may be the reason behind the development of the listening skill because student-teachers might not have the expertise to adapt the textbook content to the macro skills.

### 4.3 Teaching Practice content influence

The objective for this section is to discover the influence of the content studied in the Teaching Practice I and II courses has on student teachers while conducting their practicum.

**Table 3: The influence of the content studied in the Teaching Practice I and II courses of Student Teachers at the moment of doing their practicum.**



Source: Elaborated from the instruments applied.

As shown in the previous figure, the content studied in Teaching Practice courses has a positive influence on student-teachers. The questionnaire established that the 88% of student-teachers mentioned that the content studied in teaching practice courses is useful for them because it helps them to develop their planning skill and to get the control of the classes. Similarly, the class observation check list showed that the 88% of student-teachers are influenced by the content because they applied warm up and wrap up activities studied in Teaching Practices courses.

The lesson plan checklist showed that the 80% of student-teachers' wrote good objectives and good lessons plans in general. Finally, the interview shown that the 90% of Tutor Teacher said that the content studied in Teaching Practice courses help to student-teachers to be more confident at the moment to teach their classes and to get more ideas for creating good activities in the class.

The questionnaire reveals that the 88% of student-teachers mentioned that the content studied in the Teaching Practice courses helps them to write better class objectives, design better classes, have a better performance in their classes, have the control of the classes, and have a logical order of the classes. Therefore, to clarify doubts obtained in previous courses related with teaching and learning process, they have learned new and fun activities that could be applied in warm up and wrap up activities.

In addition, the class observation checklist showed that 88% of student-teachers applied warm up and wrap up activities studied in teaching practices courses like hangman, Pictionary, the mime, hot seat, Simon says, what is my problem? Also, they develop teaching skill strategies like reading, listening, writing and speaking. They use visual aids like board games, posters, charts, puppets, flashcards and power point presentations.

The application of the previous mentioned is relevant in teaching practicum because teaching materials can support students' learning and increase students' success. Teaching materials come in many shapes and sizes, but they all have in common the ability to support their learning. The application of language skills is relevant for teaching practicum because according to Marlina (2018), teaching language skills is often the key focus or main element in the language-teaching practice. Knowledge of the theory and practice of teaching receptive skills (listening and reading) and productive skills (speaking and writing) in English is one of the key learning objectives of many TESOL teacher education programs in universities around the world.

The interview administrated to tutor teachers showed that the 90% of them mentioned that the content helps to student-teachers to be more confident at the moment to

teach their classes to get more ideas for creating good activities in the class and to get more ideas in order to dissipate questions or doubts about previous courses. The tutor teachers' interview showed that twelve out of fourteen tutor teachers manifested the following:

“The content studied in teaching practices courses has a positive influence in student teachers” (Fourteen tutor teacher)

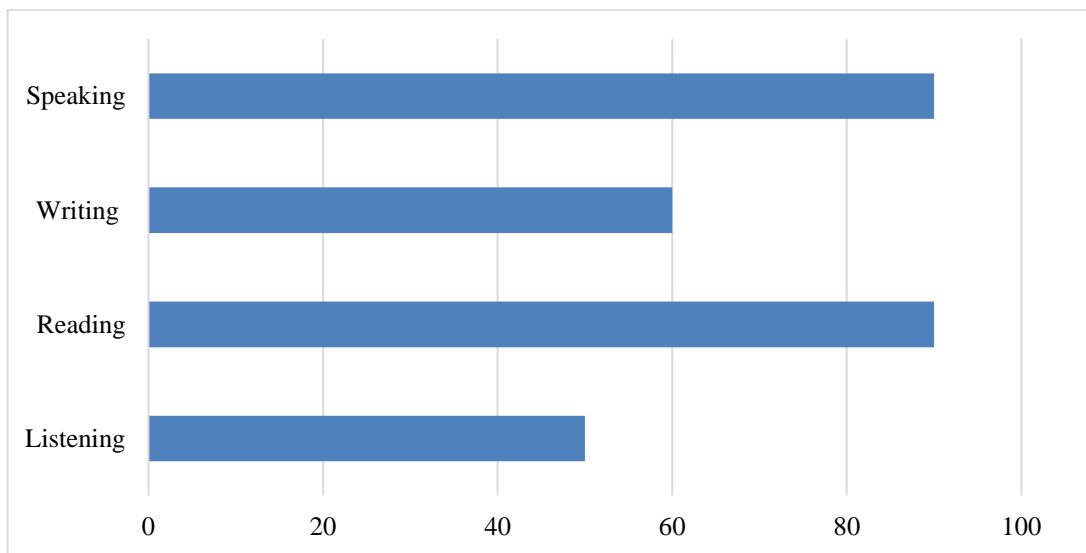
“The majority of tutor teachers have good reference about student teachers performance, it is mean that they apply the content studied and it has a positive influence” ( A Teaching Practice teacher)

According to the previous information, it is clear that the content studied in the Teaching Practice I and II courses influence in a positive way on student-teachers while conducting their practicum. It is significant because as Saudi (2018) claims that the contents studied in didactic courses influence the student-teachers' perception of the teaching profession in a positive way and student-teachers also know the value of teaching practice content.

#### 4.4 Teaching skills activities applied by student teachers at the moment of doing practicum

This section is about the teaching skill applied by student-teachers at the moment of doing their practicum. The principal purpose of this section is to inform about the application of the teaching skill activities.

**Table 4: Teaching skills activities applied by student teachers at the moment of doing practicum**



Source: Elaborated from the instruments applied.

According to the previous figure, student-teachers applied speaking, writing, reading and listening skills at the moment of doing their practicum. The listening skill is applied 50% by student teachers, the reading skill is applied 90%, writing skill 60% and speaking skill is applied 90%. The applications of the four macro skills are relevant for teaching practicum because they are important for effective communication and to be successful in many different perspectives as convey ideas, emotions, feelings, and opinions.

The interview administered to tutor teachers showed that twelve out of fourteen of them mentioned that the majority of student-teachers apply language skills at the moment of doing their practicum.

“Student teachers apply all the micro skills at the moment to teach the classes and students enjoy the way they teach it” (Fourteen tutor teachers)

It is important to consider what skills are going to develop on students’ learning when we are planning our lessons. The skills are divided into receptive and productive. Receptive skills are those used in understanding: reading or listening. Productive skills involve producing language: speaking or writing. Harmer (1991) suggests any of the skills cannot be performed without another.

#### **4.4.1 Listening skill**

Based on the questionnaire, the 50% of student-teachers apply listening skill activities at the moment of doing their practicum. Examples of the activities used are: audios from the student’s book and authentic material like songs and videos. Even though, half of them bring into their classes activities that foster the listening skill, the class observation checklist showed that the 50% of student teachers do not practice listening skill because the 90% of student teachers focused in speaking skill.

#### **4.4.2 Reading skill**

The questionnaire showed that all the student-teachers applied reading activities at the moment of doing the practicum. According to the observation checklist 90% of student-teachers applied reading activities like, readings from the student’s book, debates, and reading about short stories, which is good because reading skill help to students to develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

#### **4.4.3 Writing skill**

Based on the questionnaire and observation checklist, the 60% of student-teachers asked to their students to write stories, write sentences, write conversations and write short

paragraphs, those activities help to students to develop writing skill, it is mean that student-teachers applied the writing skill at the moment of doing practicum.

#### **4.4.4 Speaking skill**

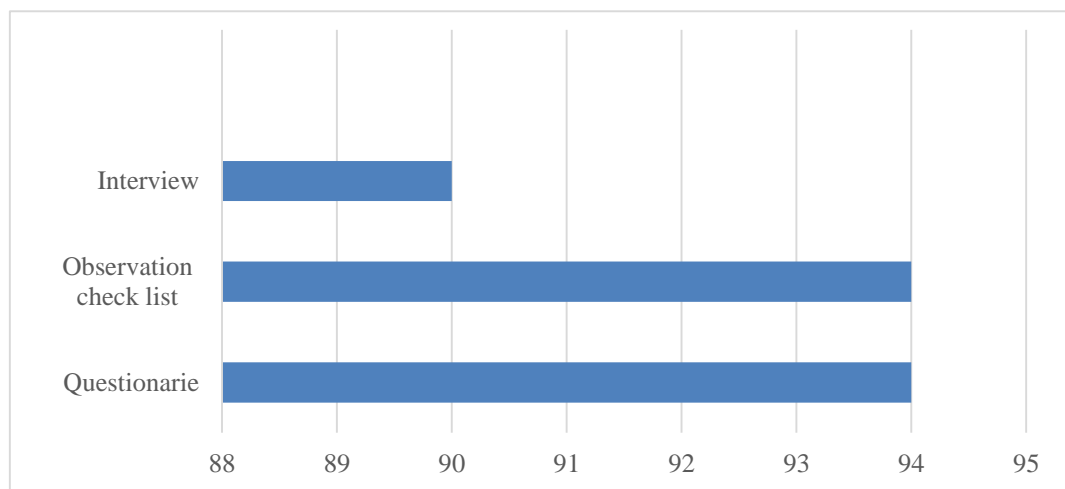
The questionnaire showed that the 90% of student-teachers applied speaking skill activities like discussions, talk about personal experiences, share opinion, debates and oral presentations. Similarly information were finding in the student-teachers observation checklist. Regarding the application of the speaking skill tutor teachers mentioned that is the most popular and student-teachers applied it a lot.



#### 4.5 Application of the classroom management

This section shows information related to how student-teachers applied the classroom management at the moment of doing their practicum. Classroom management is fundamental because Brophy (1986) highlights that teachers establish and maintain the classroom as an effective environment for teaching and learning. Therefore, student-teachers supervise, facilitate, and manipulate of the environment and class activities. Moreover, student-teachers manage students' actions (misbehaving), and maintain of discipline.

**Table 5: Classroom management application**



Source: Elaborated from the instruments applied.

According to the previous figure, the majority of student-teachers applied classroom management strategies studied in teaching practice II course at the moment of doing their practicum which is good because the Ministry of Education, Finish the idea, then move on

Guyana (2015) manifested that classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences.

Effective classroom management paves the way for the teacher to engage the students in learning.

The questionnaire showed that the 94% of student-teachers applied classroom management strategies at the moment of doing their practicum. Student-teachers established that they use group arrangement, polite language, and eye contact at the moment of doing their practicum. It showed that they were aware about classroom management used in their practicum.

On the other hand, the observation checklist had the same questionnaire results. It showed that the 94% of student-teachers applied classroom management at the moment of teaching their classes because researchers could observe that the majority of them using group arrangement like horseshoes, clusters and runway. Therefore, student-teachers monitoring the students and used in an appropriate way eye contact, tone of voice and body language. According to the classroom management application thirteen out of fourteen Tutor teachers expressed the following:

“Student Teachers develop classroom management in a good way, they established a good rapport inside the classroom because they make students feel comfortable during the classes” (An Advance English course tutor teacher)

“Student Teachers help students when they have questions, call students by their names and to listen the students’ needs” (A fourteen female tutor teacher)

Tutor teachers expressed that student-teachers applied classroom management in a perfect way. Similarly the questionnaire and the observation checklist showed that student-teachers manage the classes in an appropriate way. It is important because the teaching and learning process is better.

## V. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 CONCLUSIONS

This chapter presents the conclusions drawn from the data. The conclusions are associated with each of the research objectives established in this research study. The conclusions are based on the findings gathered from participants' experiences. The following section discusses the conclusions related whether student-teachers put into practice the contents studied in the Teaching Practice I and II courses.

The contents studied in the courses are related to teaching-learning process as planning lessons or sequence of lessons. Therefore, develop macro and micro skills with different activities, as listening, reading, writing, speaking, grammar and functions, pronunciation, vocabulary. Manage resources as didactics materials: visual aids. Furthermore, manage the class: use eye contact, gesture, tone of voice, classroom arrangement, establish rapport and maintain discipline.

The 86.75% of student-teachers apply most of the content studied in Teaching Practice I and II courses at the moment of doing their practicum. They apply lesson plans, teaching skills, classroom material, and classroom management as shown in the information presented above. Nevertheless, it is found that there are certain contents that are not being applied in a full way as the sequences of lessons, lesson plan objectives achievement and the listening skill. Student-teachers did not use sequence of lesson because this type of lesson is useful just to plan complete unit for two or more weeks. It is meant around eight or more hours by week; however, student-teachers just have two hours by week. Consequently, it could be said that the practicum time is not enough for using sequence of lessons.

The 50% of student-teachers do not achieve the objectives written in their lesson plans at the moment to perform their classes. This situation is an effect of the lack of time organization that they had at the moment to perform their classes, they spend too much time

at the beginning of the class in warm up activities. This reason is that the time is not enough for them. Consequently they do not finish their classes also some of them provided less time to practice and production stages. Those actions establish less possibility to achieve the objectives established in the lesson plan.

The 50% of student-teachers do not apply listening skill because they guide their classes with the course books and those books do not have too listening activities to apply. However, some student-teachers play videos on YouTube, play songs or conversations with transcript, so students can develop their listening and reading at the same time.

The content studied in Teaching Practice I and II courses have a positive influence on student-teachers at the moment of doing their practicum. The content studied in Teaching Practice courses helps to reinforce the previous knowledge obtained in didactic courses, giving them new ideas for warm up and wrap up activities. While they are getting more knowledge or bringing back previous knowledge, they feel more confident at the moment to teach their classes, and as a result they have better performance and more success.

The content helps student-teachers to get ideas for developing activities in the lesson plan stages. Therefore, there are some micro-teaching presentations where the teaching practice class is divided into groups. Each group has to present creative activities which benefit student-teachers to take advantage of those presentations and take up ideas for their class. Micro-teaching is a teacher training technique currently practiced worldwide. It provides them an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills (Remesh, 2013).

Student-teachers applied all the foreign language macro and micro skills at the moment of doing their practicum. The majority of student-teachers apply speaking, reading, writing, and listening skills in their classes. However, speaking and reading are the most applied skills. In order to apply speaking skill, students put into practice discussions, talk about personal experiences, share opinions, debates and oral presentations. For practicing

reading skills, students use activities like readings from the student's book, debates, and reading about short stories.

The 90% of student-teachers applied classroom management strategies at the moment of doing their practicum. They established good rapport inside the classroom; they maintain the discipline, use polite language, eye contact, correctly tone of voice, classroom arrangement like horseshoes, clusters and runway. Therefore, student-teachers monitor the class.

The feedback provided by tutor teachers helps to improve student-teacher's performance at the moment of doing their practicum. The student-teacher's class should be observed thoroughly by the tutor teacher in order to provide an informed and effective feedback. Furthermore, the communication between the tutor teacher and student-teacher is fundamental. However, some tutor teachers were not observing the student-teachers for a while because they went to do something somewhere, or they just give the pages for their next practice class and did not give feedback. Some tutor teachers gave feedback to student-teacher in a disrespectful way as shown in the student-teachers' class observation checklist instrument.

Student-teachers performed movement activities as Simon says, mimic games. Also, they present PowerPoint presentation, chats and readings. Therefore, student-teachers carried out well-presented materials as posters, flashcards, puzzles, realia relating to the topic taught, board games. However, student-teachers had problems at the moment of working with handicapped students because the activities and material presented by student-teachers in their classes were not appropriate for them. But in the Teaching Practice courses did not teach about how work with handicapped students.

## **5.2 RECOMMENDATIONS**

This section presents the recommendations derived from the conclusions drawn previously. They are written based on the information provided by tutor teachers and Teaching Practice courses professors with the purpose of helping student-teachers to have a better performance at the moment of doing their practicum.

Based on the conclusions, one of the main recommendations is that student-teachers apply some contents studied in teaching practice courses in a full way, with regard to the topics of the sequence of lessons, listening skills, and achieve the class objectives, student-teachers, tutor teachers and teaching practices professors can continually emphasize the importance of the full practice of the aforementioned topics.

It is recommended that student-teachers should control the time while doing the warm-up activities because they spend a lot of time in this stage. According to the theoretical content studied in Teaching Practice Courses, there are just five minutes established for warm up activities.

It is recommended that the theoretical content can give more clarity to student-teachers in order to get the correct time for some class stages to make emphasis in warm-up stage since the warm up takes too much time because what student-teachers are doing is entertaining their students with funny activities instead of focusing on the class objectives.

It is recommended that student-teachers apply the macro and micro skills in a balanced way, since the students make more emphasis on speaking and reading skills as oppose to listening and writing skills.

In addition, it is recommended that the study syllabus should be updated to include more subjects that can be taught in English rather than in Spanish such as: Expresión Visual, Redacción en Español, Literatura I and II, and Historia de El Salvador y Centro America. And include one or two more Practice Teaching courses which student-teachers will develop the teaching-learning skills through the practicum. As a result, student-teachers can put into practice the sequence of lesson for complete units for a week or for a month, not only lesson plans to work with two pages of the unit for one day of the week.

Therefore, student-teachers, tutor teachers and Teaching Practice professors should consider the following general recommendations:

### **For Student-teachers**

- To control the time to develop each lesson plan stage at the moment of teaching the class.
- To apply Listening skill in a frequently way.
- To take advantage of the teaching practice and take it as learning and growing experience.
- To be aware of the importance of the theory studied in teaching practice courses at the moment of doing teaching practice and apply it as much as possible.
- To have communication with tutor teachers in order to clarify doubts about class performance, class topics and personal problems that can affect the practicum performance.
- To show interest and have a positive attitude at the moment of receiving tutor teacher feedback to become a better professional.
- To keep a personal journal that will help to record self-improvement experiences during the teaching practice courses.

### **For tutor teachers**

- To provide student teachers with the opportunity of practicing sequences of lessons ( unit lessons )
- To provide informed feedback to the student-teachers to develop their performance at the moment of doing their teaching practice with the aim of having a better learning process.

### **For Teaching Practice I and II Coordinators and Professors:**

- To implement strategies or techniques that can help student-teachers to work with handicapped students.

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# ANNEXES

## Annex 1: Student-teachers' Questionnaire

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



“The influence of the Teaching Practice I and II content learned in the performance of student-teachers while doing their practicum at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester II, 2019”

### STUDENT-TEACHERS' QUESTIONNAIRE

**Objective:** To identify how student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their practicum.

**Instruction:** Read the questions carefully, reply Yes or No. If your answer is yes, provide further information.

Assigned course: \_\_\_\_\_

Gender: F\_\_ M\_\_

1. Do you apply the content studied in the Teaching Practice I and II courses at the moment of doing your teaching practice? Yes\_\_\_ No\_\_\_ How?
  
2. Do you think that your planning skills have been improved after taking the Teaching Practice courses? Yes \_\_\_ No \_\_\_ How?
  
3. Do you prepare a sequence of lesson plans at the moment of doing your teaching practice? Yes \_\_\_ No \_\_\_ How many times?
  
4. Do you achieve the objectives formulated in your lesson plan at the moment of teaching your class? Yes\_\_\_ No\_\_\_
  
5. Do you use warm up activities in your class? What kind of activities do you perform to start the class? Yes\_\_\_ No\_\_\_
  
6. Do you apply the PPP format in your classes as stated in your lesson plan?

7. Do you use wrap up activities in your class? What kind of wrap up activities do you perform to finish the class?

8. What kind of activities do you apply to develop your students' listening skill in your class?

9. Which activities do you apply to develop your students' reading skill in your class?

10. What kind of activities do you apply to develop your students' writing skill in your class?

11. What activities do you perform to develop your students' speaking skill in your class?

12. Do you put into practice the visual aids activities that have been taught in the Teaching Practice II course in your class? Which ones? Yes\_\_\_ No\_\_\_

13. Do you use authentic material to reinforce the topic studied in the class? Yes\_\_\_  
No\_\_\_ Can you provide examples?

14. Do you apply appropriate classroom management strategies?  
Yes\_\_\_ No\_\_\_ Which ones?

15. Do you establish a good rapport inside the classroom? Yes \_\_\_ No \_\_\_ How?

16. Do you maintain the discipline in the classroom? Yes \_\_\_ No \_\_\_How?

17. Do you have ethical behavior at the moment of teaching your class?

Yes \_\_\_ No \_\_\_

## Annex 2: Lesson Plan's Observation Checklist

### UNIVERSITY OF EL SALVADOR SCHOOL OF ARTS AND SCIENCES FOREIGN LANGUAGE DEPARTMENT



“The influence of the Teaching Practice I and II content learned in the performance of student-teachers while doing their practicum at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester II, 2019”

#### LESSON PLAN'S OBSERVATION CHECKLIST

**Objective:** To identify how student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their practicum.

ASPECTS TO OBSERVE	YES	NO	COMMENTS
Objectives are clear stated			
Objectives are observable and Measurable			
The warm up is clear and appropriate			
The lesson plan has PPP format			
The presentation activities are clearly and completely described			
Practices activities are clearly and completely described			
Production activities are clear and appropriate.			
The wrap up is appropriate and clearly stated			

### Annex 3: Student-teachers' Class Observation Checklist

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



“The influence of the Teaching Practice I and II content learned in the performance of student-teachers while doing their practicum at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester II, 2019”

#### STUDENT-TEACHERS' CLASS OBSERVATION CHECKLIST

**Objective:** To identify how student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their practicum.

ACTIVITY	YES	NO	COMMENT
<b>Does the student-teacher...</b>			
1. Apply the content studied in the Teaching Practice I and II courses?			
2. Achieve the objective formulated in his or her lesson plan?			
3. Use a warm up activity to start the class?			
4. Use a wrap up activity to finish the class?			
5. Perform activities to develop the listening skill?			
6. Perform activities to develop the reading skill?			
7. Apply the different reading techniques with the students?			
8. Perform activities to develop the writing skill?			

9. Perform activities to develop the speaking skill?			
10. Use appropriate visual aids for EFL classes?			
11. Prepare authentic materials to reinforce the topic studied in the class?			
12. Use appropriate classroom management strategies?			
13. Establish good rapport inside the classroom?			
14. Maintain the discipline in the classroom?			
15. Use eye contact and gestures?			
16. Have ethical behavior at the moment of teaching his/her class?			



## Annex 4: Tutor Teachers' Interview

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**



“The influence of the Teaching Practice I and II content learned in the performance of student-teachers while doing their practicum at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester II, 2019”

### TUTOR TEACHERS' INTERVIEW

**Objective:** To identify how student-teachers apply the content studied in the Teaching Practice I and II courses at the time of doing their practicum.

**Instructions:** Read the following open questions and answer them according to your criteria.

1. Do you consider the Teaching Practice courses are important for student-teachers? Why?
2. Do you think that your student-teacher apply the theory studied in the T.P I and II at the moment of doing their teaching practice?
3. Do you consider that the content studied in the Teaching Practice I and II influence the performance in student-teachers at the moment of doing their teaching practice?
4. Do you think that your student-teacher has problems to prepare lesson plans? Why?
5. Do you think that your student-teacher achieves the objectives formulated in the lesson plan?
6. Do you think that your student-teacher applies the content studied in the Teaching Practice I in the developing languages skills?
7. Does your student-teacher use the different visual aids studied in the Teaching Practice II? Which one?
8. Does your student-teacher use appropriate classroom management in his/her class? Which classroom management techniques does your student-teacher use most in his/her class?

## Annex 5: Practice Teaching I Program



UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS  
FOREIGN LANGUAGE DEPARTMENT

### PRACTICE TEACHING I PROGRAM

#### 1. GENERALITIES

Subject:	Practice Teaching I
Code:	PAD114
Prerequisite:	Didactics of the English Language III
Credits:	6 credits
Major:	Licenciatura en Idioma Inglés
Opción Enseñanza	
Year and Semester:	2019, Semester I
Level and Area:	Fourth Year, Practice Teaching Area
Academic Unit:	Foreign Language Department
School:	Science and Humanities
Semester Duration:	Sixteen weeks
Number of Worked Hours and Weeks:	120 hours, 16 weeks
Date and CSU Agreement of the Study Plan:	70-99-2003 (V-2.8) August 17th , 2001
Professors:	Juan Carlos Cruz (Group 01) Ana Grace Gómez Alegría (Groups 02 - 03)

#### 2. COURSE DESCRIPTION

This is the first scheduled course on practice teaching for students of Licenciatura en Idioma Inglés, Opción Enseñanza. The course provides students with observation, real practice, theory, and all the main components of the teaching-learning process of the English Language in different areas. The subject will be mainly practical; this practice will be addressed during class sessions. The course allows students to practice the theoretical and methodological knowledge they have gotten during the major in the different courses. This course is going to prepare students to develop themselves professionally.

#### 3. GENERAL OBJECTIVES

- To develop the TEFL process and all its components: planning, materials, activities, timing, contents, and evaluation carried out by teachers when working with students of the Basic Area.
- To build up academic skills in order to help students grow professionally.
- To analyze one's own experience of being taught and teaching, and probing the implications for one's teaching.
- To explore the literature on teaching so as to develop one's capacity for analysis and creativity.

#### **4. CONTENTS**

##### Unit 0 “Introduction to Practice Teaching”

Specific Objectives:

At the end of this unit the students will be able to:

- Increase awareness of the many aspects of the Practice Teaching process.
- Make correct use of the different formats and instruments that will be applied to evaluate their development in the Practice Teaching.

##### Unit 1: “Planning and Preparing a Lesson or a Sequence of Lessons”

Specific Objective:

At the end of this unit the students will be able to design a scheme of work for a particular group of students.

##### Unit 2: “Developing Skills and Strategies”

Specific Objective:

At the end of this unit the students will be able to:

- plan a lesson based on skill integration.
- identify the main principles behind the presentation of language items dealing with Structure, Vocabulary and Pronunciation

#### **5. METHODOLOGY**

The Teaching Practice course will be practical mainly. Both activities, Meeting Sessions and Teaching Practice Development will last 120 to 128 effective work hours during the semester. Meeting sessions will take place once a week (2 hours) one of the days scheduled for this subject and the rest of the week Student-Teachers will be attending the classes of the groups where they will develop their teaching practice process (4 to 6 hours weekly). Different topics as well as administrative issues will be discussed or developed during the meetings.

Student Teachers will be assigned to do their practice in different teaching areas: the EFL and ESL courses offered by the Foreign Language Department, Special Projects developed by the Language Department (English Courses for PNC Personnel) and others that may be requested according to necessity.

The results obtained in the proficiency test, the groups scheduled by the FLD or other institutions, and students' availability will be specific aspects to take into consideration when placing Student Teachers in the different courses.

As a way to relate the professional theory acquired to the practical aspects of teaching in the classroom, some written material related to topics concerned with the Teaching and Learning process will be read and discussed. Most of the topics will be taken from the books “Essential Teaching Skills”, “Teaching Practice. A Handbook for Teachers in Training” and “The Teaching Knowledge Test Course”. Reflection and discussion will be enhanced through a discussion Forum and/or during class sessions.

The UES platform will be used as an important tool to support all the academic activities this subject requires: providing information, discussing topics, reading and sharing articles, and others. Through this tool the students may also have access to external tools, online assignments, presentations, files, web links and others.

Student Teachers must attend their assigned classes to observe, help, and support the teacher in the different activities carried out in and out of the class. Besides, they will also hold meetings with the tutor teachers in order to plan classes and to get acquainted with the development of the course. They will also prepare or help to prepare materials, tests, and share ideas to improve the teaching-learning process.

Student teachers will enter the different groups of classes as cooperative members of the teaching process and should accept the responsibilities assigned by the Tutor Teachers. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities they have during the course.

## 6. EVALUATION

➤ First Evaluated Activity .....	20%
➤ Second Evaluated Activity and Online Tasks .....	20%
➤ First Practice Teaching Report (10 Lesson Plans with the corresponding rubrics, 10 Didactic Material evaluations, 2 Tutor's Evaluations, 2 Formative Reports) .....	20%
➤ Microteaching .....	20%
➤ Second Practice Teaching Report (10 Lesson Plans with the corresponding rubrics, 10 Didactic Material evaluations, 2 Tutor's Evaluations, 2 Formative Reports) .....	<u>20%</u>
	100%

### 1. Evaluated Activities

Based on the topics discussed and analyzed throughout the course, different evaluated activities will be developed during the course. The professor will choose the type of activities the students will carry out to show their learning progress (a written exam or an essay, and online activities). Specific dates will be set at the time table.

### 2. PRACTICE TEACHING REPORTS

Student Teachers will be required to submit a Practice Teaching Report in two moments: one in the middle of the semester and the other one at the conclusion of their Practice Teaching course. The main purpose of handing in these reports is to compile the grades that Tutors have assigned to some specific aspects (lesson plans, didactic material, class and overall performance) at two different times of the semester.

These reports will contain:

- Lesson Plans and Didactic Material

Student Teachers should be implementing plans under the direction of their Tutors who will provide them with formative feedback regarding planning, use of material, implementation and management strategies in the classroom.

Student Teachers must complete a minimum of 20 class hours of actual teaching. This doesn't include working with small groups or tutoring individual students. Tutors will also be in charge of grading students' didactic materials of every class they teach. In order to accomplish this duty, detailed instruments (rubrics) will be provided to the Tutors.

Every lesson plan and didactic material evaluation must contain the average grade and tutor's signature to prove it has been checked and officially authorized by him/ her.

- Tutor's Evaluation

Tutor Teachers will be asked to complete four Practice Teaching Reports related to two different areas which include an overall rating for the practice teaching session as well as the evaluation of attitude aspects. Categories within each of the areas of assessment should be rated according to what the Student Teachers actually accomplish during the practicum and specific strengths and weaknesses should be indicated in the general comments.

3. Microteaching development:

During class meetings, students will carry out microteaching sessions focused on a specific language skill. Their teaching, as well as their group work skills will be evaluated in this activity.

**COURSE POLICIES:**

Student Teachers must . . .

- ✓ Accept the guidelines set by the Coordination of the Practice Teaching.
- ✓ Make arrangements so that they can be available 2 hrs a day to do their Practice Teaching.
- ✓ Understand that the Coordinators may be required to limit choices because of group's availability and the results obtained in the Proficiency exam.
- ✓ Attend orientation and induction meetings which ensure that they are in possession of the required information before and during the development of the course.
- ✓ Check the Practice Teaching MOODLE platform constantly in order to be informed.
- ✓ Be aware that their responsibility extends to the end of the teaching process. This means that Student Teachers must help their Tutors with the Final Evaluations.
- ✓ Students should accomplish deadlines for homework assignments; otherwise, they will be penalized.
- ✓ Take into consideration the following items taken from the documents:

A. "Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador"

Artículo 122

No procederá la categoría de estudiante oyente. Ningún Organismo o autoridad podrá legalizarlo si se dieran los casos de hecho.

Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, **deberá tener una asistencia a las actividades académicas mayor o igual al 75%.**

Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

#### Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del tercer día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable, la cual deberá estar considerada dentro de la programación del ciclo, en caso de no estarlo, esta deberá ser programada dentro de los tres (3) días hábiles contados a partir del día siguiente de la notificación oficial al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela.

En ningún caso y bajo ninguna circunstancia se permitirá diferir una prueba más de una vez por ciclo académico por unidad de aprendizaje.

#### Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

#### Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas

oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el tramite anterior.

En ambos casos, el Jefe de Departamento o Director de escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

**La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.**

### B. "Legislación Universitaria, Libro Tercero Recopilación Disciplinaria"

#### **Capítulo II. De las Infracciones.**

Infracciones Graves.

#### Artículo 11

Son infracciones Graves las siguientes:

... m) Realizar fraude aun cuando el o los infractores no se beneficiaren directamente, en los casos siguientes:

... 2º. En el proceso enseñanza aprendizaje; 3º. En los procesos administrativos académicos; ...

### **Capítulo III. De las Sanciones**

Sanciones aplicables por Infracciones Graves.

#### Artículo 15

Son sanciones aplicables conforme al presente Reglamento, para infracciones graves, las siguientes: ... c) Expulsión temporal de uno a tres años, si se tratare de estudiantes.

Definiciones de sanciones aplicables por infracciones graves.

#### Artículo 16

... e) Expulsión Temporal: es la decisión legalmente adoptada de suspender la relación académica de un estudiante con la Universidad, de un período determinado que no podrá exceder de tres años académicos sucesivos ni ser inferior a uno; quedando el estudiante inhabilitado para matricularse en la Universidad durante ese período.

## 6. REFERENCES

- Doff, Adrian. (2007). Teach English. A Training Course for Teachers. Cambridge University Press. UK
- Gower, Roger et all. (2005) Teaching Practice. A Handbook for Teachers in Training. Mcmillan Publishers
- Harmer, Jeremy. (1992). The Practice of English Language Teaching. Longman
- Kyriacou Chris. (2007). Essential Teaching Skills. Nelson Thornes.
- Spratt, Mary et all. (2011). The TKT Teaching Knowledge Test Course. Cambridge University Press. UK

## 8. TIME TABLE

WEEK /DATES	CONTENTS	ACTIVITIES
From July 30 <sup>th</sup> to July 31 <sup>st</sup> .	Preliminary Organizational Activities	- Filling out and receiving the Registration Form from students. - Updating MOODLE Platform
1. From August 7 <sup>th</sup> to August 10 <sup>th</sup> .	- Assigning Student-Teachers to the different groups of classes	- Updating MOODLE Platform - Online Presentation and Discussion of the Program (General Guidelines and Formats will be attached) - Posting a Forum discussion (to practice and check Sts registration in the platform).
2. From August 13 <sup>th</sup> to August 17 <sup>th</sup> .	- Assigning Student-Teachers to the different groups of classes - General Guidelines and Presenting the Program	- Placement of Student Teachers (ST) in the different groups of classes. - Distributing the Tutors' letters. - Student Teachers' incorporation to the different teaching projects
3. From August 20 <sup>th</sup> to August 24 <sup>th</sup> .	<u>Unit 1: "Managing resources: equipment and teaching aids"</u> (TKT and extra material) - Organization and Guidelines for the Class Presentation - Introduction to Didactic Materials in EFL classes "Effective Use of Teaching Aids"	- Organizations of the first Presentation (explain the guidelines and form groups). - Reading the material "Consulting Reference Resources to help in Lesson preparation"/ "Selection and Use of Coursebook materials". (unit 23 and 24 TKT)
4. From August 27 <sup>th</sup> to August 31 <sup>st</sup> .	- Didactic Materials in EFL classes "Effective Use of Teaching Aids"	- Class Discussion and presentation of the topic. - Analyzing the material "Selection and Use of Supplementary Material and Activities"/ "Selection and Use of Teaching aids". (unit 25, 26 TKT) - Advisory Sessions groups 1 and 2
5. From Sept. 3 <sup>rd</sup> to Sept. 7 <sup>th</sup> .	- Visual Aids for EFL classes: #1 Puzzles / #2 Flipcharts	- Class Discussions and In class Presentations. - Posting the groups' presentation in the platform. - Advisory Sessions groups 3 and 4
6. From Sept. 10 <sup>th</sup> to Sept. 14 <sup>th</sup> .	- Visual Aids for EFL classes: #3 Puppets/ #4 Wallcharts & Posters	- Class Discussions and In class Presentations. - Posting the groups' presentation in the platform. - Advisory Sessions groups 5 and 6
7. From Sept. 17 <sup>th</sup> to Sept. 21 <sup>st</sup> .	- Visual Aids for EFL classes: #5 Realia / #6 Mock ups & Models	- Class Discussions and In class Presentation. - Posting the groups' presentation in the platform. - Presentation and Discussion of the Guidelines for the first Practice Teaching Report - Advisory Sessions groups 7 and 8
8. From Sept. 24 <sup>th</sup> to Sept. 28 <sup>th</sup> .	EXAM 1	- Written exam (Puzzles / Flipcharts/ Puppets/ Wallcharts & Posters/ Realia , Units 23, 24, 25, 26) - Visiting Tutors and administering the Formative Evaluation instrument (first time).
9. From Oct. 1 <sup>st</sup> to Oct. 5 <sup>th</sup> .	- Visual Aids for EFL classes: #7 Board Games / #8 Flannel Boards - First Practice Teaching Report Presentation (4 – 8 Oct.)	- Class Discussions and in class Presentation. - Posting the groups' presentation in the platform. - Advisory Sessions groups 9 and 10 - Handing in the Practice Teaching Report (Part I) - Online Activity 1
10. From Oct. 8 <sup>th</sup> to Oct. 12 <sup>th</sup> .	- Visual Aids for EFL classes: #9 Bulletin Boards / #10 Technological resources - First Practice Teaching Report Presentation (4 – 8 Oct.)	- Class Discussions and In class Presentation. - Posting the groups' presentation in the platform. - Organizations of the second class activity (explain the guidelines and form groups). - Handing in the Practice Teaching Report (Part I)
11. From Oct. 15 <sup>th</sup> to Oct. 19 <sup>th</sup> .	<u>Unit 2: "Managing the class and Ethical Issues"</u> (chapter 2 Macmillan, extra material) - Teacher's Roles	- Class Discussion and presentation of the topic.
12. From Oct. 22 <sup>nd</sup> to Oct. 26 <sup>th</sup> .	- Exam 2	- Written exam (Mock ups & Models/ Board Games / Flannel Boards/ Bulletin Boards / Technological resources)
13. From Oct. 29 <sup>th</sup> to Nov. 1 <sup>st</sup> .	- Ethical Issues in the Teaching Profession	- Class Discussion and presentation of the topic. - Online Activity 2 - Advisory Sessions groups 11 and 12
14. From Nov. 5 <sup>th</sup> to Nov. 9 <sup>th</sup> .	- Group Presentations: # 11 Use of eye contact, gesture and the voice/ #12 Classroom arrangement and Attention spread	- Class Discussion and presentation of the topic. - Visiting Tutors and administering the Formative Evaluation instrument (second time) - Advisory Sessions groups 13 and 14
15. From Nov. 12 <sup>th</sup> to Nov. 16 <sup>th</sup> .	- Group Presentations: #13 Establishing rapport/ #14 Maintaining discipline, Coping with Disruptive Behavior - Second Practice Teaching Report Presentation (15- 19 Nov.)	- Class Discussion and presentation of the topic. - Visiting Tutors and administering the Formative Evaluation instrument (second time) - Handing in the Practice Teaching Report (Part II)
16. From Nov. 19 <sup>th</sup> to Nov. 23 <sup>rd</sup> .	- Exam 3	- Written exam - Checking the Practice Teaching Reports - Handing in the Practice Teaching Report (Part II)



## Annex 6: Practice Teaching II Program



UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS  
FOREIGN LANGUAGE DEPARTMENT  
**PRACTICE TEACHING II PROGRAM**

### 1. GENERALITIES

1.1 Subject:	Practice Teaching II
1.2 Code:	PAD214
1.3 Prerequisite:	Practice Teaching I
1.4 Credits:	6 credits
1.5 Major:	Licenciatura en Idioma Inglés, Opción Enseñanza
1.6 Year and Semester:	2018, Semester II
1.7 Level and Area:	Fourth Year, Practice Teaching Area
1.8 Academic Unit:	Foreign Language Department
1.9 School:	Science and Humanities
1.10 Semester Duration:	Sixteen weeks
1.11 Number of Worked Hours:	120 hours
1.12 Date and CSU Agreement of the Study Plan:	70-99-2003 (V-2.8) August 17 <sup>th</sup> , 2001
1.13 Professor:	MsDi. Ricardo Cabrera Martínez (group 01) MsD. Ana Grace Gómez Alegría (group 02, 03) Group 01 (Monday and Thursday from 8:00 – 10:00) Group 02 (Monday and Thursday from 8:00 – 10:00) Group 03 (Monday and Wednesday from 3:00 – 5:00)

### 2. COURSE DESCRIPTION

This is the second scheduled course on teaching practice for students of Licenciatura en Idioma Inglés, Opción Enseñanza. The course provides students with observation, real practice, theory, and all the main components of the teaching-learning process of the English Language in different areas. The subject will be mainly practical and reflective, participants will critically examine and reflect upon teaching and learning issues and continue developing and practicing teaching skills and strategies that are pedagogically sound. This course also covers transferable skills such as team building, time management, and presentation skills. Students will also develop awareness on the topic of diversity and ethical dimensions of the teaching profession.

during the semester. Different topics as well as administrative issues will be discussed or developed during the meetings.

Student-Teachers will be assigned to do their practice in different teaching areas: the EFL and ESL courses offered by the Foreign Language Department, Special Projects developed by the Language Department (English Courses for PNC Personnel) and others that may be requested according to necessity.

The results obtained in the proficiency test, the groups scheduled by the FLD or other institutions, and students' availability will be specific aspects to take into consideration when placing Student-Teachers in the different courses.

As a way to relate the professional theory acquired to the practical aspects of teaching in the classroom, some written material related to topics concerned with the Teaching and Learning process will be read and discussed. Most of the topics will be taken from the books "Teaching Practice. A Handbook for Teachers in Training" and "The Teaching Knowledge Test Course". Reflection and discussion will be enhanced through a discussion Forum and/or during class sessions.

The MOODLE platform will be used as an important tool to support all the academic activities this subject requires: providing information, discussing topics, reading and sharing articles, videos, and others. Through this tool the students will have access to external tools, online assignments, chat rooms, presentations, files, or web links others.

Student-Teachers must attend their assigned classes to observe, help, and support the teacher in the different activities carried out in and out of the class. Besides, they will also hold meetings with the tutor teachers in order to plan classes and to get acquainted with the development of the course. They will also prepare or help to prepare materials, tests, and share ideas to improve the teaching-learning process.

Student teachers will enter the different groups of classes as cooperative members of the teaching process and should accept the responsibilities assigned by the Tutor Teachers. During the practicum, student teachers are observing students, studying the role of the teacher, practicing teaching skills and reflecting on this experience. They should work closely with their tutor teachers in planning, implementing and evaluating the learning expectations and opportunities.

## 6. EVALUATION

Activities	Percentages
1. Exam 1	10 %
2. Exam 2	10%
3. Exam 3	10%
4. Online activities	10%
5. Class Presentation (Visual Aids)	20%
6. First Practice Teaching Report (10 Lesson Plans with the corresponding rubrics, 10 Didactic Material evaluations, 2 Tutor's Evaluations, 2 Formative Reports)	20%
7. Second Practice Teaching Report (10 Lesson Plans with the corresponding rubrics, 10 Didactic Material evaluations, 2 Tutor's Evaluations, 2 Formative Reports)	20%
	100%

As the evaluation chart shows, the overall grade is based on Teaching and Professional Skills:

- Attitudes and values (Tutors' evaluations and Formative Reports)
- Knowledge and skills (Class presentation and exams)
- Professional development (Practice Teaching Reports)

Brief description of the evaluated activities:

- Class Presentation:  
Students will develop a class activity related to the different topics that will be discussed throughout the course. The reading material posted in the MOODLE and some bibliographical research done by the students, will be the basis for this presentation. Specific guidelines will be given to carry out this task.
- Exams  
Based on the topics discussed and analyzed throughout the course, three written tests will be administered during class hours. Specific dates will be set at the time table.
- Practice Teaching Reports  
Student-Teachers will be required to submit a Practice Teaching Report two times: one in the middle of the semester and the other one at the conclusion of their Practice Teaching course. The main purpose of handing in these reports is to compile the grades that Tutors have assigned to some specific aspects (lesson plans, didactic material, class and overall performance) at two different moments of the semester.

These reports will contain:

- Lesson Plans with the corresponding rubrics and Teaching Material rubric

Student-Teachers should be implementing plans under the direction of their Tutors who will provide them with formative feedback regarding planning, use of material, implementation and management strategies in the classroom.

Student-Teachers must complete a minimum of 20 class hours of actual teaching on the whole term. This doesn't include working with small groups or tutoring individual students. They will also be in charge of grading students' didactic materials of every class they teach. In order to accomplish this duty, detailed instruments (rubrics) will be provided to the Tutors.

Every lesson plan and didactic material evaluation **must contain the average grade and tutor's signature** to prove it has been checked and officially authorized by him/ her.

- **Tutor's Evaluation**

Tutor Teachers will be asked to complete some instruments to evaluate two different areas which include an overall rating for the practice teaching sessions as well as the evaluation of formative aspects.

**Important notes:**

- ✓ Specific guidelines will be handed in before presenting the reports.
- ✓ All guidelines will be discussed in class and published in the MOODLE Platform.

## **COURSE POLICIES:**

Student-Teachers must . . .

- ✓ Accept the guidelines set by the Coordination of the Practice Teaching.
- ✓ Make arrangements so that they can be available 2 hrs a day to do their Practice Teaching.
- ✓ Understand that the Coordinators may be required to limit choices because of group's availability and the results obtained in the Proficiency exam.
- ✓ Attend orientation and induction meetings which ensure that they are in possession of the required information before and during the development of the course.
- ✓ Check the Practice Teaching MOODLE platform constantly in order to be informed.
- ✓ Be aware that their responsibility extends to the end of the teaching process. This means that Student Teachers must help their Tutors with the Final Evaluations.
- ✓ Students should accomplish deadlines for homework assignments; otherwise, they will be penalized.
- ✓ Take into consideration the following items taken from the documents:

### **A. "Reglamento de la Gestión Académico-Administrativa de la Universidad de El Salvador"**

#### Artículo 122

No procederá la categoría de estudiante oyente. Ningún Organismo o autoridad podrá legalizarlo si se dieran los casos de hecho.

#### Artículo 147

El estudiante para tener derecho a las evaluaciones en cada unidad de aprendizaje, **deberá tener una asistencia a las actividades académicas mayor o igual al 75% entre el período de evaluación** y la próxima. Salvo el caso que los estudiantes presenten una causa justificada de inasistencia de las previstas en el Artículo 151 del Presente Reglamento.

#### Artículo 148

Una vez publicada la nota de la medición sumativa, los estudiantes que no estén conformes con la misma, tendrán derecho **dentro de los tres días hábiles siguientes** a la publicación oficial de éstas, a solicitar en forma individual y por escrito la revisión ordinaria de la prueba ante el Jefe o Director de Escuela responsable.

#### Artículo 150

Si el estudiante no se presenta a una evaluación por causa justificada, **éste podrá solicitar por escrito su realización en forma diferida a más tardar dentro del quinto día hábil de haberse realizado ésta**, ante el jefe de departamento o director de escuela, quien resolverá a más tardar al día siguiente hábil de presentada la solicitud, concediéndola o denegándola. En caso de ser favorable, deberá indicar el lugar, día y hora para su realización, notificándole oficialmente al estudiante y al docente responsable con al menos tres días de anticipación a su realización, la cual deberá estar considerada dentro de la programación del ciclo, y en caso de no estarlo, esta deberá ser programada dentro de los cinco días hábiles siguientes, contados a partir de la notificación favorable al estudiante, respetando la calendarización de actividades del sistema de evaluación establecido en el programa de la unidad de aprendizaje. La prueba diferida solamente podrá incluir las temáticas correspondientes a la prueba solicitada. En caso de ser desfavorable la solicitud, el estudiante tendrá derecho a solicitar a la Junta

Directiva la revisión de la actuación del Jefe de Departamento o Director de Escuela. La evaluación diferida que no se realice el día y la hora indicada, se podrá reprogramar por una sola vez, por las causas establecidas en el artículo 151.

#### Artículo 151

Se admitirán únicamente como motivos justificativos de ausencia a una actividad evaluada Sumativa, los siguientes:

a) Problemas de salud; b) Problemas laborales; c) Muerte del cónyuge o parientes hasta el segundo grado de consanguinidad; d) Programación de dos o más evaluaciones en la misma fecha; e) Cumplimiento de actividades oficiales; f) Cumplimiento de misiones oficiales; y g) Caso fortuito y fuerza mayor debidamente comprobados.

**Los motivos antes mencionados deberán sustentarse con los respectivos atestados.**

#### Artículo 152

Cuando en una prueba sumativa ordinaria, resultaren reprobados entre el 51 y 60% de estudiantes, estos tendrán derecho a solicitar al Jefe de Departamento o Escuela respectivo, la repetición de la prueba en la unidad de aprendizaje de que se trate, dentro del plazo de tres días hábiles después de haber sido publicadas oficialmente las notas. El jefe de Departamento o Director de Escuela vista la solicitud, resolverá señalando lugar, día, hora y responsable de practicar la prueba dentro de las 48 horas siguientes a la solicitud previo notificación a los solicitantes.

Cuando resultaren reprobados más del 60 % de estudiantes en una prueba sumativa, ésta se repetirá de oficio, observando el tramite anterior.

En ambos casos, el Jefe de Departamento o Director de escuela, junto con el docente responsable efectuaran un análisis de los problemas que ocasionaron los resultados, a efecto de establecer las mejoras correspondientes.

**La repetición de pruebas se realizará una sola vez y a ella se someterá solo los estudiantes que así lo deseen. La nota obtenida en la prueba repetida sustituirá a la anterior.**

### **B. “Legislación Universitaria, Libro Tercero Recopilación Disciplinaria”**

#### **Capítulo II. De las Infracciones.**

Infracciones Graves.

##### Artículo 11

Son infracciones Graves las siguientes:

... m) Realizar fraude aun cuando el o los infractores no se beneficiaren directamente, en los casos siguientes:  
... 2°. En el proceso enseñanza aprendizaje; 3°. En los procesos administrativos académicos; ...

#### **Capítulo III. De las Sanciones**

Sanciones aplicables por Infracciones Graves.

##### Artículo 15

Son sanciones aplicables conforme al presente Reglamento, para infracciones graves, las siguientes:

... c) Expulsión temporal de uno a tres años, si se tratare de estudiantes.

Definiciones de sanciones aplicables por infracciones graves.

##### Artículo 16

... e) Expulsión Temporal: es la decisión legalmente adoptada de suspender la relación académica de un estudiante con la Universidad, de un período determinado que no podrá exceder de tres años académicos sucesivos ni ser inferior a uno; quedando el estudiante inhabilitado para matricularse en la Universidad durante ese período.

## **7. REFERENCES**

- Baker, Joanna and Westrup, Heather. (2002) *The English Language Teacher's Handbook*. Continuum. London
- Doff, Adrian. (2007). *Teach English. A Training Course for Teachers*. Cambridge University Press. UK
- Gower, Roger et al. (2005) *Teaching Practice. A Handbook for Teachers in Training*. Mcmillan Publishers
- Spratt, Mary et al. (2011). *The TKT Teaching Knowledge Test Course*. Cambridge University Press. UK
- Kral, Thomas. Selected Articles from "The English Teaching Forum". Office of English Language Programs. United States Department of State. Washington, D.C.

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2. From August 13 <sup>th</sup> to August 17 <sup>th</sup> .	- Assigning Student-Teachers to the different groups of classes - General Guidelines and Presenting the Program	- Placement of Student Teachers (ST) in the different groups of classes. - Distributing the Tutors' letters. - Student Teachers' incorporation to the different teaching projects
3. From August 20 <sup>th</sup> to August 24 <sup>th</sup> .	<b>Unit 1: "Managing resources: equipment and teaching aids"</b> (TKT and extra material) - Organization and Guidelines for the Class Presentation - Introduction to Didactic Materials in EFL classes "Effective Use of Teaching Aids"	- Organizations of the first Presentation (explain the guidelines and form groups). - Reading the material "Consulting Reference Resources to help in Lesson preparation"/ "Selection and Use of Coursebook materials". (unit 23 and 24 TKT)
4. From August 27 <sup>th</sup> . to August 31 <sup>st</sup> .	- Didactic Materials in EFL classes "Effective Use of Teaching Aids"	- Class Discussion and presentation of the topic. - Analyzing the material "Selection and Use of Supplementary Material and Activities"/"Selection and Use of Teaching aids". (unit 25, 26 TKT) - Advisory Sessions groups 1 and 2
5. From Sept. 3 <sup>rd</sup> . to Sept. 7 <sup>th</sup> .	- Visual Aids for EFL classes: #1 Puzzles / #2 Flipcharts	- Class Discussions and In class Presentations. - Posting the groups' presentation in the platform. - Advisory Sessions groups 3 and 4
6. From Sept. 10 <sup>th</sup> . to Sept. 14 <sup>th</sup> .	- Visual Aids for EFL classes: #3 Puppets/ #4 Wallcharts & Posters	- Class Discussions and In class Presentations. - Posting the groups' presentation in the platform. - Advisory Sessions groups 5 and 6
7. From Sept. 17 <sup>th</sup> . to Sept. 21 <sup>st</sup> .	- Visual Aids for EFL classes: #5 Realia / #6 Mock ups & Models	- Class Discussions and In class Presentation. - Posting the groups' presentation in the platform. - Presentation and Discussion of the Guidelines for the first Practice Teaching Report - Advisory Sessions groups 7 and 8
8. From Sept. 24 <sup>th</sup> . to Sept. 28 <sup>th</sup> .	EXAM 1	- Written exam (Puzzles / Flipcharts/ Puppets/ Wallcharts & Posters/ Realia , Units 23, 24, 25, 26) - Visiting Tutors and administering the Formative Evaluation instrument (first time).
9. From Oct. 1 <sup>st</sup> . to Oct. 5 <sup>th</sup> .	- Visual Aids for EFL classes: #7 Board Games / #8 Flannel Boards - First Practice Teaching Report Presentation (4 – 8 Oct.)	- Class Discussions and in class Presentation. - Posting the groups' presentation in the platform. - Advisory Sessions groups 9 and 10 - Handing in the Practice Teaching Report (Part I) - Online Activity 1
10. From Oct. 8 <sup>th</sup> . to Oct. 12 <sup>th</sup> .	- Visual Aids for EFL classes: #9 Bulletin Boards / #10 Technological resources - First Practice Teaching Report Presentation (4 – 8 Oct.)	- Class Discussions and In class Presentation. - Posting the groups' presentation in the platform. - Organizations of the second class activity (explain the guidelines and form groups). - Handing in the Practice Teaching Report (Part I)
11. From Oct. 15 <sup>th</sup> . to Oct. 19 <sup>th</sup> .	<b>Unit 2: "Managing the class and Ethical Issues"</b> (chapter 2 Macmillan, extra material) - Teacher's Roles	- Class Discussion and presentation of the topic.
12. From Oct. 22 <sup>nd</sup> . to Oct. 26 <sup>th</sup> .	- Exam 2	- Written exam (Mock ups & Models/ Board Games / Flannel Boards/ Bulletin Boards / Technological resources)
13. From Oct. 29 <sup>th</sup> . to Nov. 1 <sup>st</sup> .	- Ethical Issues in the Teaching Profession	- Class Discussion and presentation of the topic. - Online Activity 2 - Advisory Sessions groups 11 and 12
14. From Nov. 5 <sup>th</sup> . to Nov. 9 <sup>th</sup> .	- Group Presentations: # 11 Use of eye contact, gesture and the voice/ #12 Classroom arrangement and Attention spread	- Class Discussion and presentation of the topic. - Visiting Tutors and administering the Formative Evaluation instrument (second time) - Advisory Sessions groups 13 and 14
15. From Nov. 12 <sup>th</sup> . to Nov. 16 <sup>th</sup> .	- Group Presentations: #13 Establishing rapport/ #14 Maintaining discipline, Coping with Disruptive Behavior - Second Practice Teaching Report Presentation (15- 19 Nov.)	- Class Discussion and presentation of the topic. - Visiting Tutors and administering the Formative Evaluation instrument (second time) - Handing in the Practice Teaching Report (Part II)
16. From Nov. 19 <sup>th</sup> . to Nov. 23 <sup>rd</sup> .	- Exam 3	- Written exam - Checking the Practice Teaching Reports - Handing in the Practice Teaching Report (Part II)

Annex 7: Study Syllabus of Bachelor of Arts in English with Emphasis in Teaching.

	Ciclo 1	Ciclo 2	Ciclo 3	Ciclo 4	Ciclo 5	Ciclo 6	Ciclo 7	Ciclo 8	Ciclo 9	Ciclo 10
IBI114 Inglés Básico Intensivo (3.00 UV)	RES114 Redacción en Español (4.00 UV)	GRE114 Gramática Inglesa I (4.00 UV)	GIN114 Gramática Inglesa II (4.00 UV)	DI114 Didáctica del Idioma Inglés II (4.00 UV)	DI114 Didáctica del Idioma Inglés III (4.00 UV)	UT114 Literatura II (4.00 UV)	MIN114 Métodos de Investigación (4.00 UV)	SN114 Seminario I (4.00 UV)	SN114 Seminario II (4.00 UV)	
GRE114 Gramática Española (4.00 UV)	IRE114 Inglés Intermedio Intensivo I (3.00 UV)	DGL114 Didáctica General I (4.00 UV)	COE114 Composición Inglesa I (4.00 UV)	IA114 Inglés Avanzado Intensivo II (3.00 UV)	IA114 Inglés Avanzado Intensivo I (3.00 UV)	PA114 Práctica Docente I (4.00 UV)	EAD114 Estadística Aplicada a la Educación (4.00 UV)	PA114 Práctica Docente II (4.00 UV)	PA114 Práctica Docente II (4.00 UV)	
EXV114 Expresión Visual (4.00 UV)	HIS114 Historia de El Salvador y Centroamérica (4.00 UV)	PR114 Pronunciación Inglesa (4.00 UV)	DI114 Didáctica del Idioma Inglés I (4.00 UV)	IA114 Introducción a la Lingüística (4.00 UV)	IA114 Introducción a la Lingüística (4.00 UV)	SIN114 Sintaxis (4.00 UV)	PA114 Práctica Docente II (4.00 UV)	PA114 Práctica Docente II (4.00 UV)	PA114 Práctica Docente II (4.00 UV)	
PG114 Psicopedagogía I (4.00 UV)	IRE114 Inglés Intermedio Intensivo II (3.00 UV)	EG114 Exposición Inglesa (4.00 UV)	IA114 Inglés Avanzado Intensivo I (3.00 UV)	CO114 Composición Inglesa II (4.00 UV)	CO114 Composición Inglesa II (4.00 UV)	LC114 Lectura y Conversación en Inglés II (4.00 UV)	GA114 Gramática Avanzada (4.00 UV)	GA114 Gramática Avanzada (4.00 UV)	GA114 Gramática Avanzada (4.00 UV)	

**OPTATIVAS**

Depto. Idiomas	Escuela de Artes	Depto de Filosofía	Depto de la Educación
<ul style="list-style-type: none"> <li>Idioma Extranjero I, II y III (Japonés, Alemán, Portugués, Traducción, Francés)</li> </ul>	<ul style="list-style-type: none"> <li>Dibujo I, II y III</li> <li>Pintura I, II y III</li> </ul>	<ul style="list-style-type: none"> <li>Ética y Teoría de los Valores</li> <li>Filosofía General</li> </ul>	<ul style="list-style-type: none"> <li>Administración y supervisión escolar</li> </ul>
<p><b>Depto de Ciencias Sociales General</b></p> <ul style="list-style-type: none"> <li>Psicología General</li> </ul>			

**INFORMACION GENERAL**

Nota mínima de aprobación: 6.0  
 CUM mínimo de aprobación: 7.0  
 Titulo a otorgar: Licenciado (a) en Idioma Inglés Opción Enseñanza

Total de asignaturas: 36 (33 obligatorias y 3 optativas)  
 Total U.V.: 172